



CAHIER D'EXERCICES

FABRIQUÉ AU

EXERCISE BOOK

MADE IN



CANADA



NOM _____
AME

SUJET _____
SUBJECT



Little Bo Peep is a Pastor, Too.

Salaries are a delicate question, but at a recent International Forum, it was stated that women, in general make \$.59 to every \$1.00 men make. As a test of this, we are surveying MCC churches to find out if this is true — along with asking some other questions to compare our men + women ministers. Your name or your church do not matter — geography, however, is important, national boundaries, for example, or geographic regions do affect earnings. We would appreciate your answering this ^{questionnaire} ~~quest~~. A similar questionnaire is going to your church treasurer.

1. Are you. Male ☐ Female ☐ 2. AGE ☐

~~2. Your age~~ ☐

3. Education

MAJOR UNIV. ☐

STATE COLLEGE ☐

RELIG. DENOM. COLLEGE. ☐ _____

Ph.D. or equal ☐

B.A. / B.S. ☐ ^{B.A./BS} +2 ☐

1 YEAR OR LESS COLLEGE ☐

NOT H.S. GRAD. ☐

M. DIV. ☐

Other MASTER'S ☐

B. DIV. ☐

→ H.S. GRAD. ☐

R.N. or other Technical Training ☐

4. STATUS IN M.C.C.

ORDAINED ☐

LICENSED ☐

5. No. of YEARS in MINISTRY

M.C.C. ☐

Other ☐

6. LOCATION NOW.

N.E. / M.A. ☐

GR. LAKES ☐
MIDWEST ☐

S.E. / S. Cent ☐

S.W. ☐
ENGLAND ☐
EUROPE ☐

N. WEST ☐
AUST. ☐
N.Z. ☐

CANADA ☐

7. Your CURRENT
~~PASTORATE~~
ASSIGNMENT

OF YEARS
with this church

☐

Is this your
1st ☐ 2-3 ☐ 4-5 ☐ 6+ ☐

PASTORATE?

your CURRENT
SALARY

☐

What other
perquisites do
you receive

Housing

Utilities

Ins.

Phone

Travel

Auto

Expenses

Disc. Fund

VALUE

8. Your ASSIGNMENT.

ARE YOU PASTOR

☐

Asst.

☐

Asso.

☐

STAFF

☐

other MCC Assignment - Not in

MUSIC

~~ADM.~~

☐

Local Church

ADM.

☐

Inst. / Innov. Min.

Sore.

(Perceptions of Evil in the Otherwise Good)

"Blissed are ye when men shall revile you & persecute you & say all manner of evil against you falsely for my sake,..."

I have had an increasingly awareness that as a Fellowship we are dividing into two camps. One camp (and the word is not used lightly - for this is WAR!) believes in personal salvation, is 2nd person Unitarian (Jesus first - or maybe Jesus only) and is locked into Father/God, Jesus/Mom, and Holy Spirit/He. To even attempt to speak to them is difficult at best. To challenge them to grow beyond this is seen as "divisive", "dangerous", & "heretical." They are in that part of the U.S. which is traditionally anti-intellectual. Another wing is questioning, searching, & discarding many sound values in their personal search. Their faith is predicated on the very fact that it must appeal to intellect. They are as far apart as their two separate oceans.

People are getting hurt by both groups. I would like to try to suggest a "better way." Jesus said "you must love God & all your heart, mind, soul & strength." The summation seems to be an important one: a faith devoid of any of the four areas, emotive, intellectual, spiritual, & physical is an imbalanced faith.

Offering study time apart from worship is not enough. The need is present for each of us to balance our own faith, to truly engage ourselves in understanding the history & beliefs of other groups, & to conscientiously look at our worship, education, preaching, & our total program, so that they reflect growth experiences for our congregations.

One of the systems which works (and certainly it is not the only one) is to offer a series of growth groups. Central to this core is Bible study. Many of our people are from groups which have systematically studied scripture for years, yet they have never met the Bible in historic perspective & most have no idea of the Bible as a record of a people's experience.

Had only ^{at any} ~~ages~~ nearly a dozen & again at Providence - over a year's time - we offered an overview of the entire Bible. In a church of 40-50 (we grew over the year), a group of 10 (including some who, because of work schedule or parental responsibility could not attend in person & who attended by tape) looked at the ^{entire} Bible through the same kind of scrutiny we apply to the passages on homosexuality.

and the Bible. We repeated this at still one more church for a group of 45 & they saw growth in their understanding. There, the ones who needed the course most were most afraid to attend. Interestingly, people who began by saying "My faith is being destroyed," found themselves growing a whole new kind of "balanced" faith - one in which their minds, hearts, souls & bodies were being affirmed.

Secondly, we offered mini-courses in other areas. For example, a six-week mini-course on "Homosexuality & the Bible" based on Michael England's material (with input from Bob Asther's tract & other materials as well.)

Another area for a maxi-study - 6 mos. to a year, was church history - a way to get hold of our heritage & to see how schismatic (or even, heaven help us, heretical) ideas grew out of the intrinsic act of theologizing & living out the Christian faith. (On the question of heresy, one quote, the source now lost to memory, states that "Heretics were those who lost the vote.")

To build up the mind was not enough: we did two alternative approaches to prayer. One was directed to public, group prayer, & was based on Bob Renker's materials.

O.T.
N.T.
Hort.
Embodi.
R. Rinken
P. & Beg.
Prat. Theol.
Doct.
Ethics

Another approach was in in-depth approach to personal prayer & was based on Mark Link's "Prayer: Prayer for Beginners & others who have forgotten how."

Two other studies which were conceptualized as being part of the program, but which time & staff did not allow, were studies based on ^{James} Nelson's Embodiment & A Layman's Guide to Protestant Theology.

Book studies can be offered to all sorts of small groups & a multiplicity of ideas can be covered. More than one group can be engaged at a time, depending on the interests & availability ~~to~~ of leadership.

Some of the studies are frightening - and there the pastor is an aid. Encouragement to face new ideas & permit them to become part of us, encouragement to look at what others believe & accept what can be integrated into our own belief structures & reject the rest. Encouragement to grow, must be provided by the pastor or growth will not take place.

all of us come into MCC from a specific place in our own ^{religious} experience. Some of us are "radical," some of us are "liberal," some of us are "Evangelical," some of us are "Fundamentalist," some of us are "Feminist." We are all Christians. We throw around labels like "heretical" & accuse each other of being "not Christian". We need greater trust — but more importantly we need more knowledge & without a conscientious attempt to understand each other, we are not going to grow inwardly — nor are we going to keep all the people who are drawn. Some of our brightest & most competent people are finding MCC too painfully limited to want to enter — or more importantly — to stay. What MCC is is too important for us to have to do it all over again elsewhere — although, I suspect that may become a necessity unless there is change. I, for one, envision myself eventually seeking out the "Lazarus Project" & trying to find out how I can recreate what they have done — within mainline Christianity. I may have to, because I envision a day when greater progress has been made outside MCC than within it — particularly for me as a Feminist Christian.

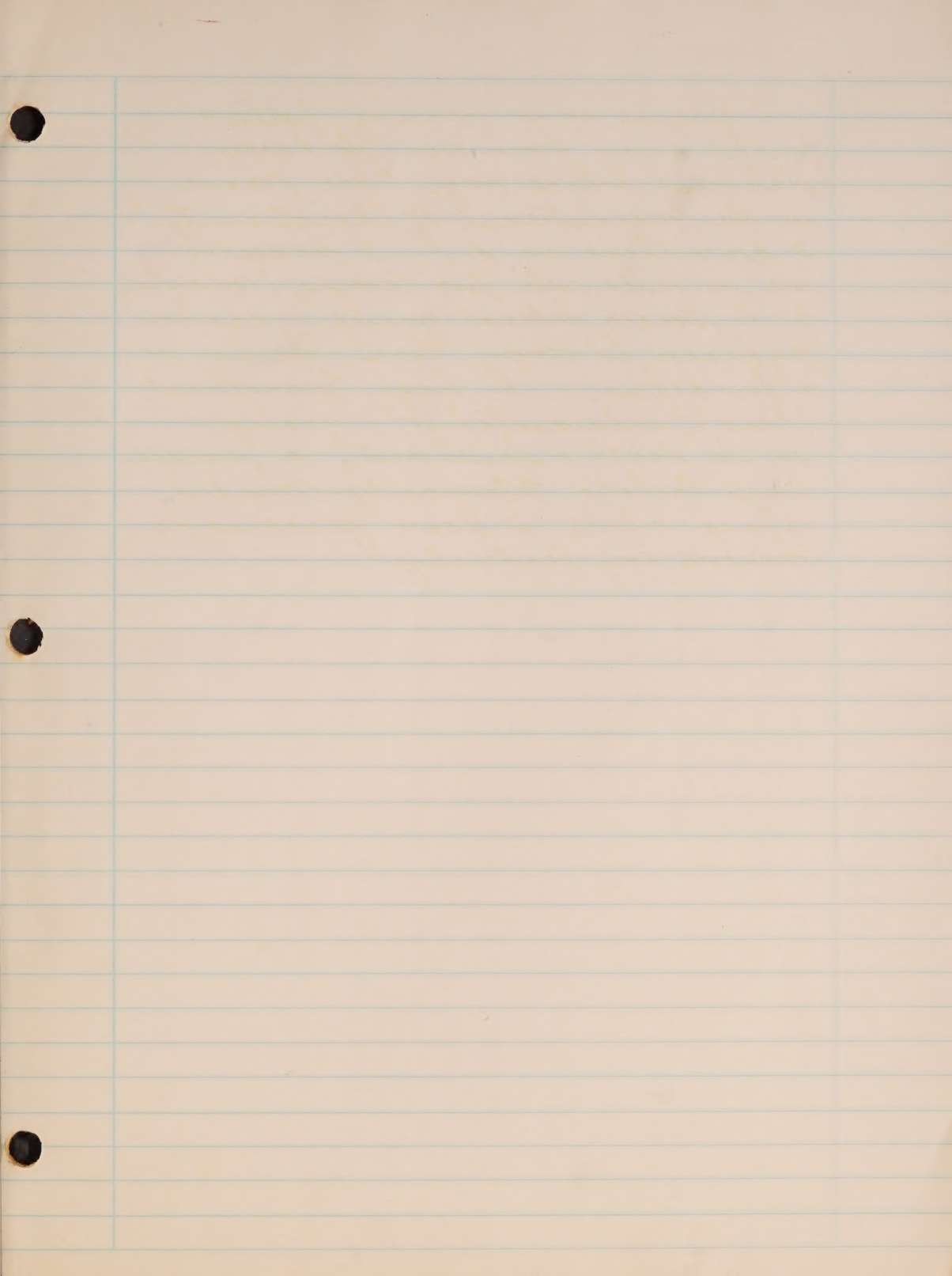
Dear Tray:

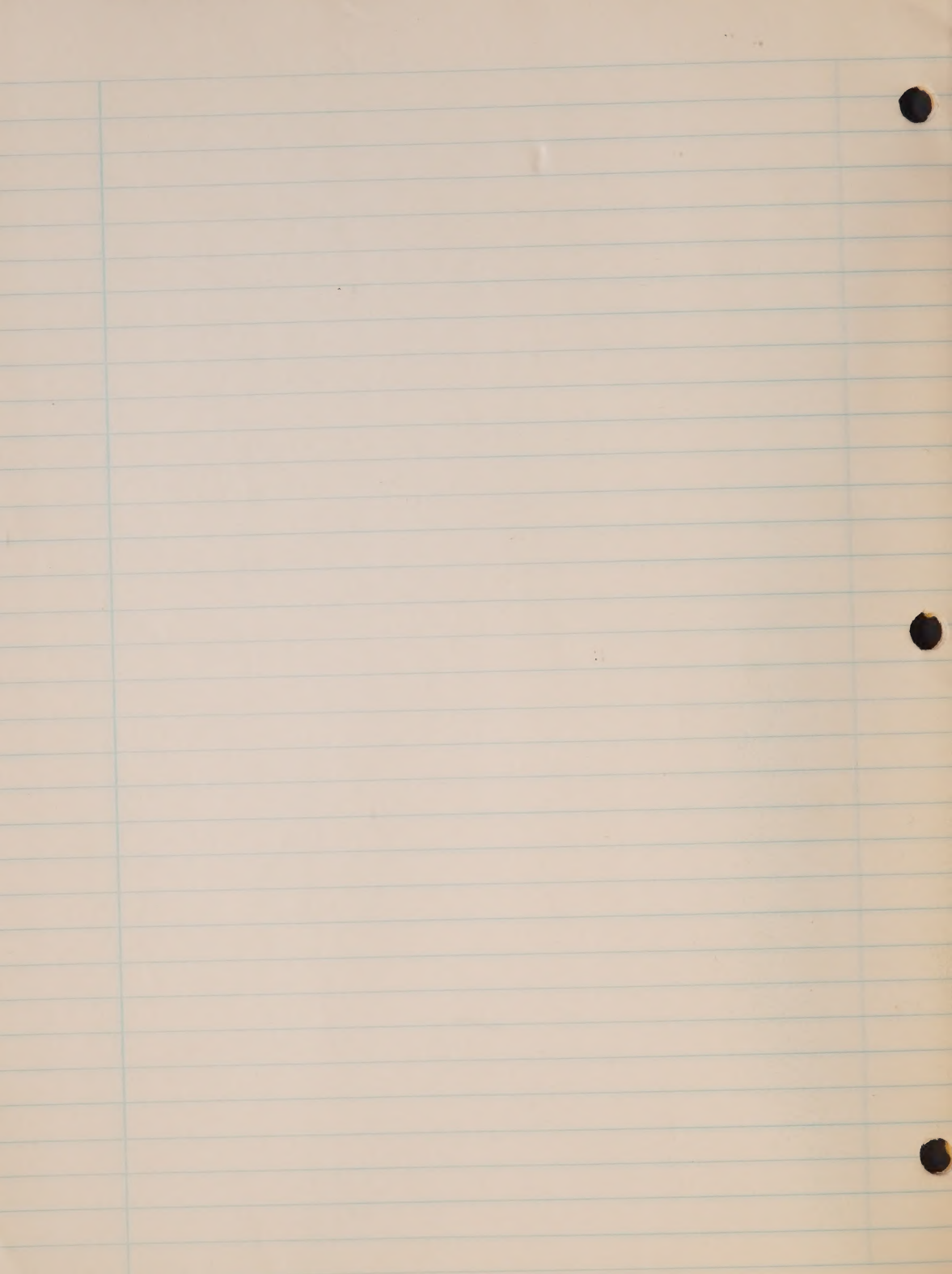
This letter is to you as Founder of MCC, Moderator of the Bd of Elders, & as pastor to pastors, a role, by the way, in which you excel. I experience you as a moderating force + one who understands truly the multiplicity which MCC represents.

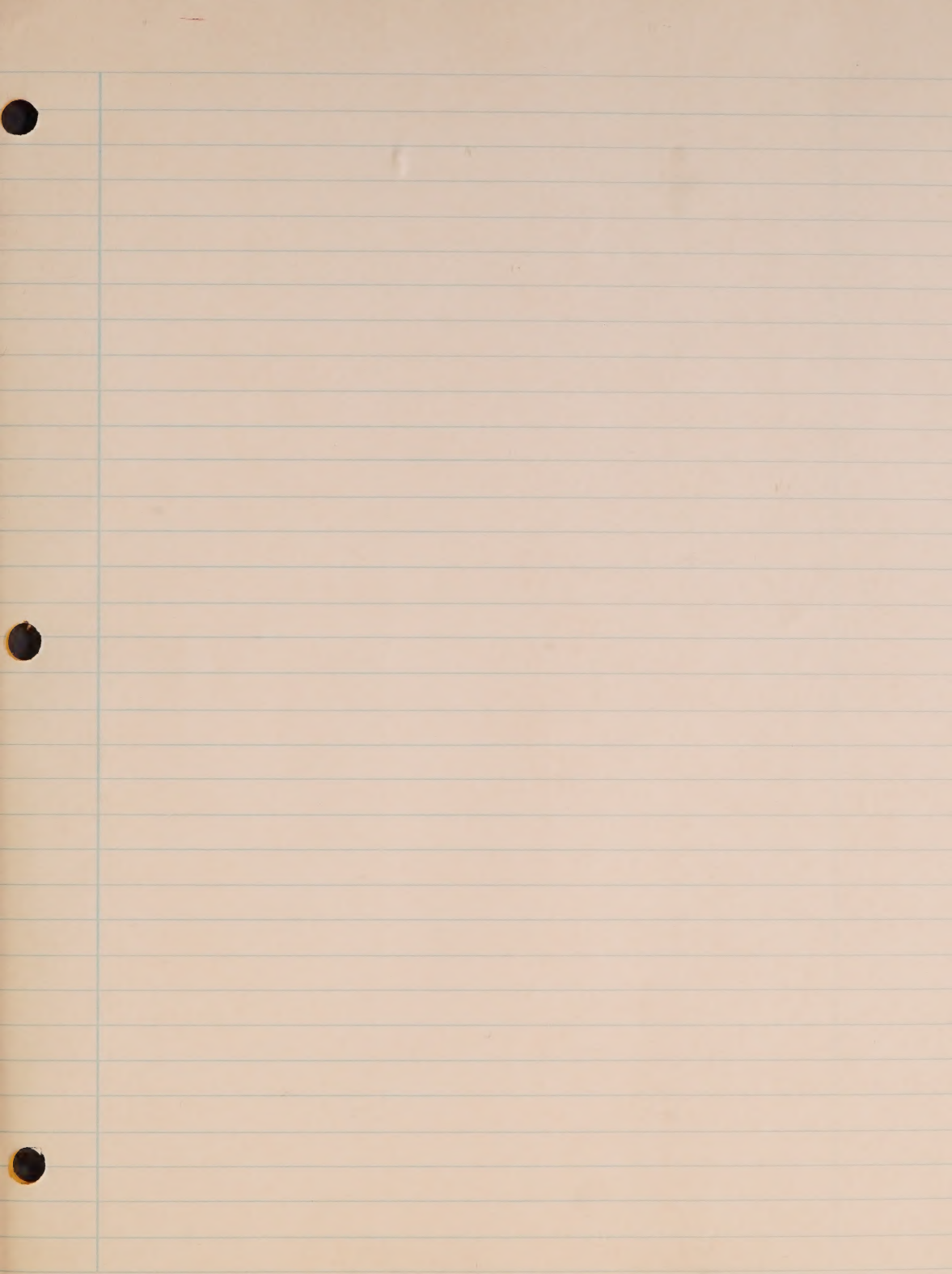
Let me explain first that I'm a little frightened. After 8 years in MCC I'm beginning to wonder if I belong here, or if maybe I need to go explore the Presbyterians or the U.C.C. or the Methodists, and see if that's not a better place to be. You see, having spent ~~2-3~~ years speaking to Feminist Christians outside MCC, I'm discovering that there seems to be greater validity for ~~I~~ us in mainline churches than in MCC.

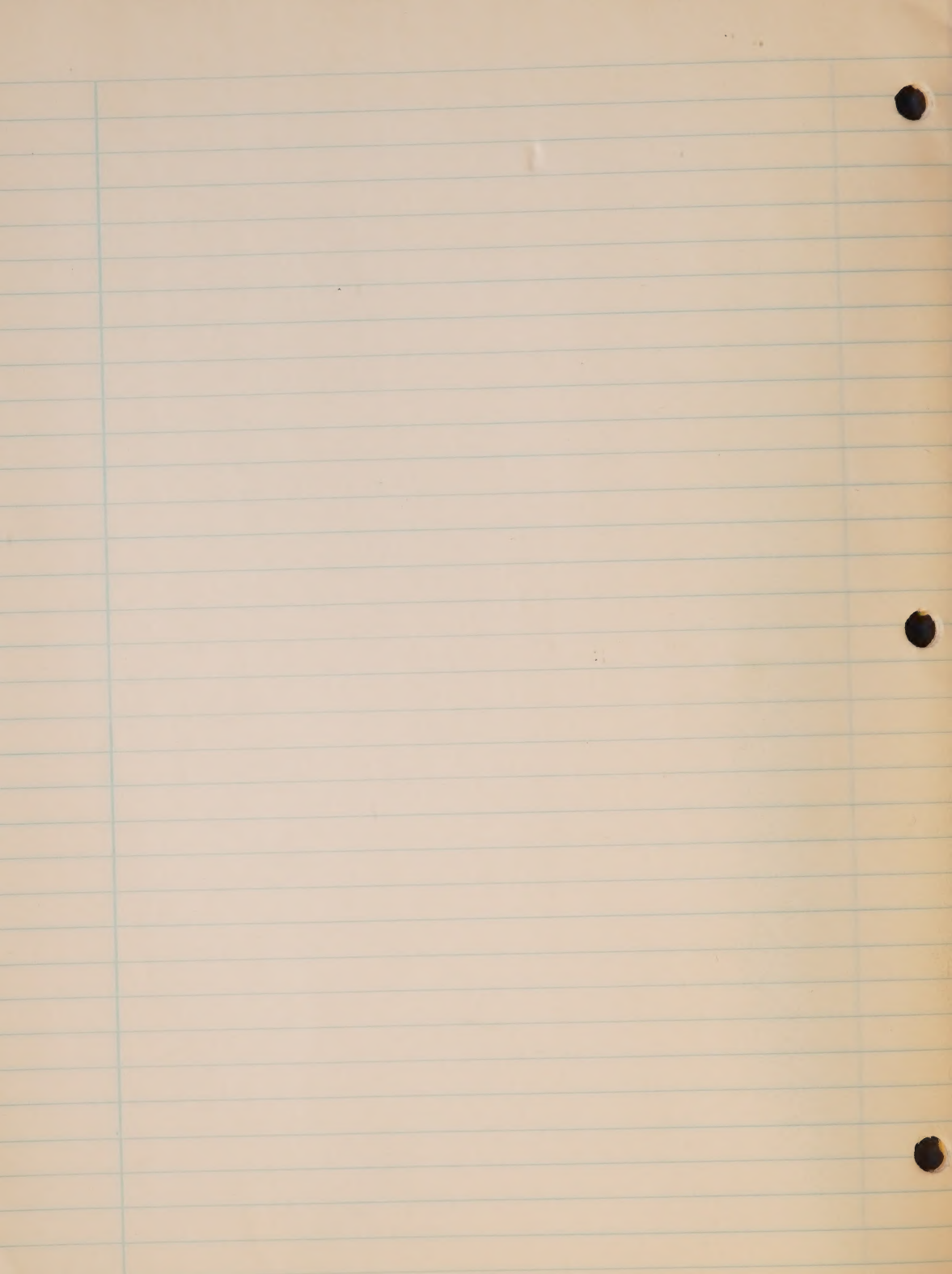
Frankly, I'm tired of being called, perceived, & thought of as a heretic. I've been a Christian a long time — a very long time. I didn't find MCC & become a Christian. I was a Christian — a born-again believer — long before I hit MCC. I was a Christian long before I became a Feminist (and I suspect I became a Feminist because of MCC — I know MCC radicalized me, just by my own experiences within it — just as MCC radicalized me as an adult person. Turning 50 within MCC made me very aware of how agist we are.)

I perceive us as moving further & further away from our Bly-hams statement which says, "we move in the mainstream of Christianity." I don't think we do. I honestly see us split into two camps, (maybe 3) a small liberal group - around Jay Deacon, Ed Hogen, Karen, Shelley & a few others. A huge Evangelical (read "Fundamentalist") group in the South & Southwest, a small Anglo-Catholic, liturgically-minded group which I don't perceive as having any leadership.









RENSEIGNEMENTS DES ETUDIANTS STUDENT'S REFERENCE INDEX

HORAIRE DE CLASSE CLASS SCHEDULE

PERIODE PERIOD	1	2	3	4	5	6	7	8	9
LUNDI MON.									
MARDI TUE.									
MERCREDI WED.									
JEUDI THU.									
VENDREDI FRI.									
SAMEDI SAT.									

EXAMENS EXAMINATIONS

JOUR DAY	DATE DATE	HEURE TIME	SUJET SUBJECT	ENDROIT PLACE

Metric System Equivalents Equivalents du Système Métrique

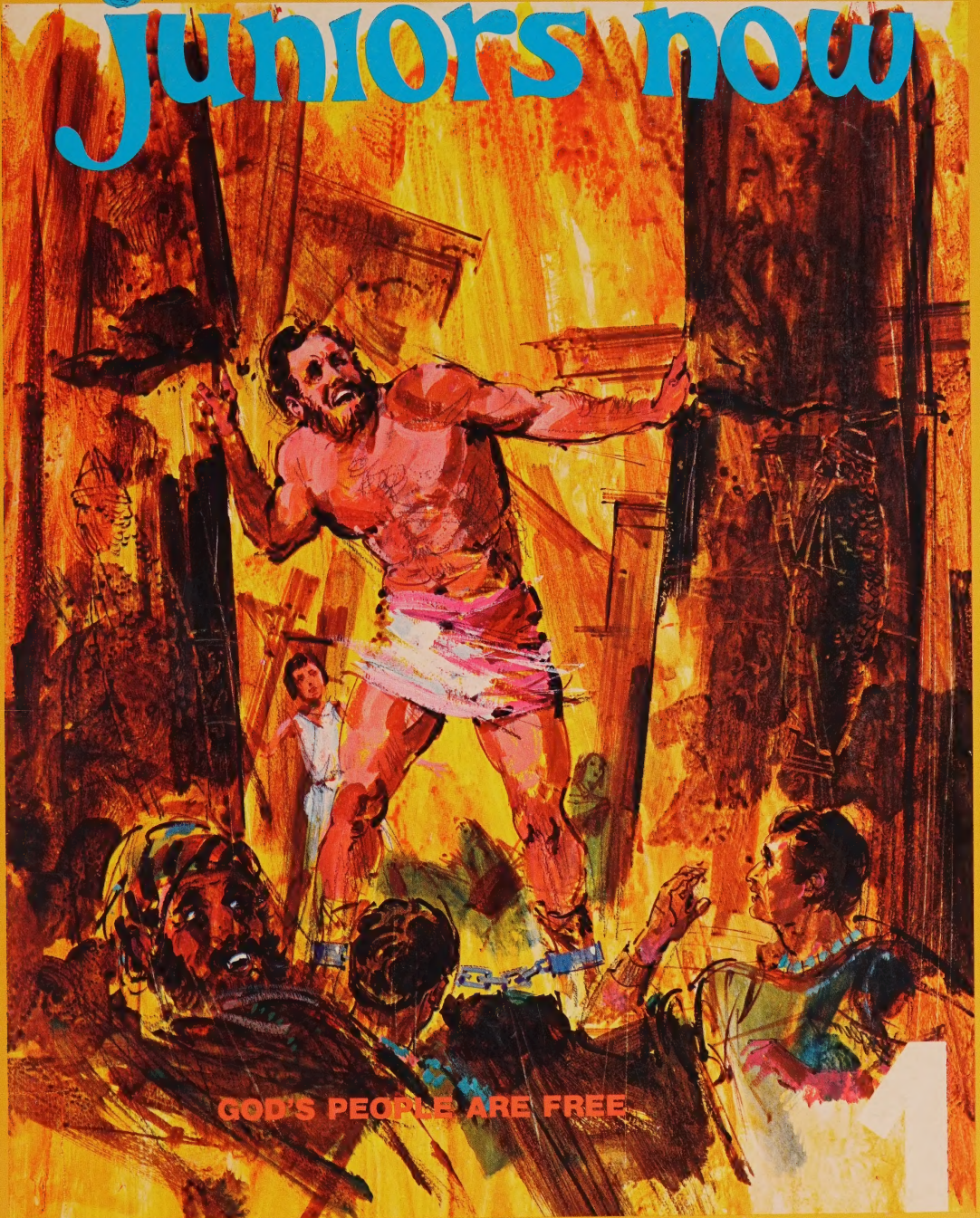
Canada metric Canada métrique



Temperature/Température	
Celsius	-40 -20 -10 0 10 20 37 100 200
Fahrenheit	-40 -4 14 32 50 68 98.6 212 392

Length Measurements Mesures de Longueur	Mass Measurements Mesures de Poids	Liquid Volume Capacités Liquides
1 in/po 2.54 cm	1 oz 28.35 g	1 fl/oz/fl 28.41 ml
1 ft/pi 0.30 m	1 lb 0.45 kg	1 pt/chop 0.57 litre
1 yd 0.91 m	1 cwt 45.36 kg	1 qt/pte 1.14 litre
1 mi 1.61 km	1 ton/tn 0.91 t	1 gal Can 4.55 litres
1 mm 0.04 in/po	1 g 0.04 oz	1 ml 0.04 fl/oz/fl
1 cm 0.39 in/po	1 kg 2.20 lb	1 litre 1.76 pt/chop
1 m 3.28 ft/pi	1 kg 0.02 cwt	1 litre 0.88 qt/pte
1 km 0.62 mi	1 t 1.10 ton/tn	1 litre 0.22 gal Can

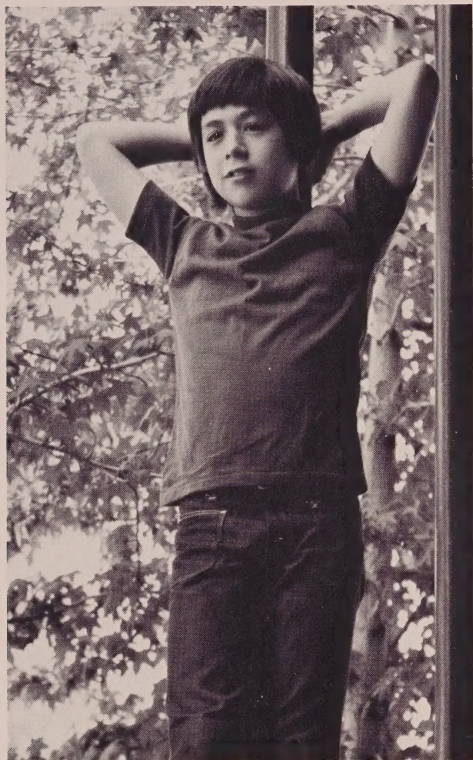
juniors now



GOD'S PEOPLE ARE FREE

JUNE / JULY / AUGUST 1978

God's people are free



Unless otherwise indicated, Scripture quotations are from the King James version. Other quotations are identified as follows:

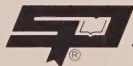
BECK—New Testament in the Language of Today

NIV—New International Version

Juniors now
Bible study guide

1

Written by: Eleanor Hance, assisted by Annette Sligh
Edited by: Joyce L. Gibson
Designed by: Vanides-Mlodock, Inc.



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WHEATON, ILLINOIS 60187

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HOW TO USE THIS BOOK

This book is for you. It will help you know your great God by guiding you in studying your Bible. We've given you some signs to follow as you go through the book week by week.



The picture of a house at the top of a page means that you should do those assignments at home. Your Bible study assignments help you learn to read God's Word for yourself and to think about what the words mean.

Work until you come to a page with a symbol of a church at the top.



A church at the top of a page means that you will work on that page in class. Your teacher will tell you what to do.



This open Bible will help you find the memory verse in your lesson each week. Learning and obeying your verses will help you grow strong for God.

Completed Bible Study	Learned memory verse	Brought message to Sunday School	Learned and memory passage
-----------------------	----------------------	----------------------------------	----------------------------

Look for the chart on page 47. You'll find place to check each week what you have done. Ask the Lord to help you be faithful in studying His Word and memorizing it, too.

What it means to be free

You want to be free—free—free!
Free to run, to laugh, to shout!
Free to choose what you want to do!



You want freedom from boredom, unfriendliness, unhappiness.
Most of all, you want freedom from having to hide some of the things you do—
Freedom from shame when you remember that God knows everything about you.



You want freedom to choose what will bring you happiness—
and what will please God.
You want freedom to become your best for Him.

You are holding in your hands a guide, a guide to the Book that tells about freedom, a guide to Jesus, who promises you, "If the Son therefore shall make you free, ye shall be free indeed." (John 8:36)

This Bible study guide can be just a question-and-answer book.
Or it can help lead you to the freedom that comes from knowing the Lord Jesus.
The choice is yours. You are free to choose.



Here's a Bible prayer you may use before you work on each lesson:
"Open Thou mine eyes,
that I may behold
wondrous things out of Thy law."
(Psalm 119:18)

JUNE 4



Free to choose



a true story

This happened in a Bible class in Massachusetts. Teresa learned that God loves her. She also learned that He sent Jesus to take the blame for her sins.

Teresa asked Jesus to forgive her. She became a child of God.

Teresa's choice didn't make life easy for her at home. Her father wanted her to stop believing in Jesus.

Later Teresa asked her Bible class teacher, "Can my father whip Jesus out of me?"

Her teacher pointed to Hebrews 13:5. Jesus promises, "I will never leave thee, nor forsake thee."

Teresa said, "That's fine then. I was afraid my father might be able to make Jesus leave me. I won't mind the whippings now."

Teresa was free to choose. Her choice cost her something. But she stuck by it.

Would you?

It's your choice.

You're free to choose!

The freedom God gives

Did you ever stop to think that it is God who made you able to choose?

As you study your Bible, cast your vote for God's freedom. Make checks (✓) to show your choices.

Born free

Read the verses below. Then check the statement that shows how God made the first two people free.

"Of the tree of the knowledge of good and evil, thou shalt not eat of it. . . . When the woman saw that the tree was good for food, and that it was pleasant to the eyes, and a tree to be desired to make one wise, she took of the fruit thereof, and did eat, and gave also unto her husband with her, and he did eat."
(Genesis 2:17; 3:6)

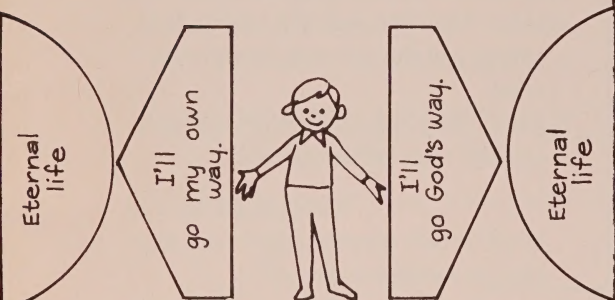
	YES	NO
The first two people could only do right.		
They were allowed to do anything at all.		
They were given freedom to obey or disobey God.		

Whee! I'm free!

Adam and Eve used their minds and wills to choose to do what they wanted. God gave you a mind and a will to make choices, too. According to God's Word, people used their freedom this way:

"All we like sheep have gone astray; we have turned every one to his own way; and the Lord hath laid on Him the iniquity of us all." (Isaiah 53:6)

Shade in the arrow that shows what people since Adam and Eve have chosen to do with their freedom.



It was Jesus' choice

"I came down from heaven, not to do Mine own will, but the will of Him that sent Me. And this is the will of Him that sent Me, that everyone which seeth the Son, and believeth on Him, may have everlasting life." (John 6:38, 40)

Check your ballot to show what was true about Jesus.

	YES	NO
He chose to do His own will.		
He chose to do God's will.		
He knew it is God's will for believers to have everlasting life.		

It's your choice

Read John 3:16-18. Check what you choose to believe.

	YES	NO
I have done wrong.		
God loves me and sent His Son to save me from sin.		
I don't believe in Jesus and am condemned.		
I don't know.		

Remembering God's Word

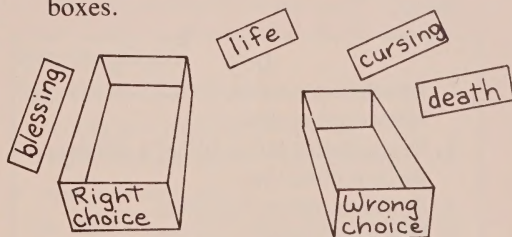


"I have set before you life and death, blessing and cursing. Therefore, choose life."

Deuteronomy 30:19

God gives you a choice. You will have either life forever with God, or death—separation from God forever. It depends on your choice.

Make four word cards using the words "life," "death," "blessing," and "cursing." Label a box RIGHT CHOICE and another box WRONG CHOICE. Say your memory verse out loud. Cast ballots by placing the word cards in the correct boxes.



Putting it all together

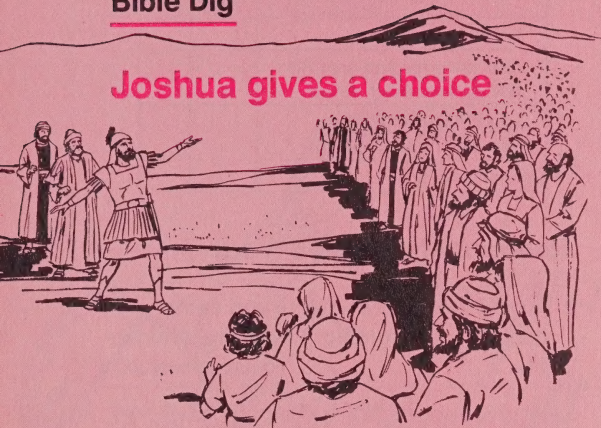
This week's assignments help you understand the freedom that God gives.

In class you will learn what the Israelites did with the freedom God gave them in the land of Canaan. Joshua 23—24



Bible Dig

Joshua gives a choice



The Israelite slaves from Egypt had a lot to learn about God's freedom in Canaan.

How to be really free

The Lord promised freedom only if the people did or didn't do certain things. From Joshua 23:6-13 cross off the things on this list which are not supposed to be there:

Do's

1. Instead of many gods, choose only one heathen god to serve.
2. Be courageous and do all that is written in the Book of the Law.
3. Be friends with the Canaanites.
4. Follow and depend on the Lord.
5. Love the Lord your God.

Talk-about questions

What was wrong with being friends with the Canaanites?

Who are like the Canaanites today?

A choice to make

Your teacher will instruct you on reading this from Joshua 24:14-24.

JOSHUA: Fear the Lord and serve Him in sincerity and truth. Put away the gods which your fathers served and serve the Lord. Choose today whom you will serve. As for me and my family we will serve the Lord.

PEOPLE: God forbid that we should forsake the Lord to serve other gods.

JOSHUA: You cannot serve the Lord for He is the holy and jealous God.

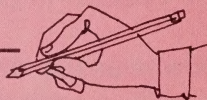
PEOPLE: No, we choose to serve the Lord.

JOSHUA: Then put away the strange gods among you and turn your heart to the Lord.

PEOPLE: The Lord our God will we serve, and His voice will we obey.

Talk-about question: Since people have so much trouble choosing right, why does God give people a choice?

Don't just sit there—do something!



Write your own promise to the Lord. You may include what the Lord has done for you, what you will stay away from, and how you will serve Him.

Free to try again

What happens to your sin problem after you choose the Lord? Read what these juniors think about it:



"I have chosen Jesus as my Saviour from sin, so now I won't have any more desire to do wrong."

"I have chosen Jesus as my Saviour from sin, but I still keep doing wrong. I guess being free from sin means in heaven and not on earth."



"I have chosen Jesus as my Saviour from sin, so now I have the Lord to help me keep from sinning."



Right on with God's freedom

Perhaps when you became a Christian you thought you would never do wrong again. But before you knew it, you were slipping back into sin. What can you do?

Sin forgiven

Read the verses. Then unscramble the words to complete the sentences.

"I have blotted out, as a thick cloud...thy sins." (Isaiah 44:22)

"As far as the east is from the west, so far hath He removed our transgressions from us." (Psalm 103:12)

God has LOTTDEB UOT _____
your sins. He has EROMDEV _____
your sins as far as the east is from the west.



Old desires still trouble

As a Christian you are now free to serve God. But the old desires, sin, still want to rule in your life.

“The sinful nature desires what is [against] the Spirit, and the Spirit what is [against] the sinful nature. They are in conflict with each other, so that you do not do what you want.” (Galatians 5:17, NIV)

Circle T before each true statement. Circle F before each false statement.

- T F Christians don't have any trouble doing what is right.
- T F The sinful nature wars against the Holy Spirit in your life.
- T F Sometimes you do not do what you know is right.

Fighting a winning battle

Underline some acts of the flesh which tempt you to sin.

The acts of the flesh are “sexual sin, uncleanness, wild living, worshiping of idols, witchcraft, hate, wrangling, jealousy, anger, selfishness, quarreling, divisions, envy, drunkenness, carousing, and the like.” (Galatians 5:19-21, BECK)

Now read Galatians 5:16. Underline below how you can conquer sin in your Christian life.

- Do the things that *feel* right to you.
- Follow and obediently live by the Holy Spirit's instructions.

But if you fail

You will discover that you do sin again.

But all is not lost! Jesus Christ defends you as God's child before God Himself.

“If we confess our sins, He is faithful and just to forgive us our sins and to cleanse us from all unrighteousness.” (1 John 1:9)

Write how you can be restored to complete friendship with God after you sin.

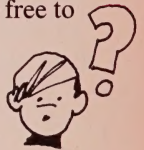
Remembering God's Word



“Now being made free from sin, and become servants to God, ye have your fruit unto holiness, and the end everlasting life.”

Romans 6:22

As a member of God's family you have become a new person. You are free to serve God and live in His joy.



Putting it all together

Do you ever give in to your sinful nature?

What have you learned now that you can do about it?

In class you will learn how the Israelites kept losing their freedom and how the Lord kept helping them get it back.

Judges 1—4

JUNE 11



Bible dig

Deborah frees trapped Israelites

This is the story of what happened when the Israelites broke their pledge to the Lord. Cross out the wrong words in brackets.

Sin-trapped Judges 4:1-3

When Judge Ehud died the Israelites again did evil. The Lord let King Jabin conquer them. The captain of the enemy was [Sisera] [Barak]. He had [10,000] [900] iron chariots.

Help, Lord 4:4-8

The Israelites cried to the Lord for help. He gave Israel a judge named [Deborah] [Barak]. She called for [Jabin] [Barak] to lead an army. The Lord said to take [50,000] [10,000] men. The Lord would bring Sisera to the River [Kishon] [Heber].

Free again 4:13-17, 21-22; 5:21

The Lord commanded Barak to [pray] [attack]. The Lord caused Sisera's army to panic. Deborah later said that the enemy was forced out of their chariots by [River Kishon] [Israelites]. All but Sisera were killed. He fled to the tent of Heber. There [Heber] [Jael] killed him.



Don't just sit there—do something!

Sin tries to trap us too. Think of something that is a sin-trap for you, something you are easily tempted to do. Then give a name to the trap below.



Now write what you will do to get out of the trap.

Free to be strong

Dear Mr. Jones,
 You said to write our
 problems. My problem is
 I want to be good. I
 even promise myself that I
 will be good. But I end
 up not being good. Some-
 times I act like I don't
 know what the word means.
 What can I do?
 Your friend,
 Randy

Randy doesn't always do what he *wants* to do. He isn't strong enough to do good always. He feels weak and useless.

Are you like any of the juniors on this page? Do some of these same problems make you feel weak?



Putting it all together

So you feel rubbery. The Bible calls it "faint." Don't be discouraged because you feel this way.

Instead, study your Bible. Learn how to be strong, able, and useful. God makes you free to be strong.

In class you will learn how God chose a person who felt weak to do a mighty work for Him. Judges 6:1-32

Who God uses

“You see what happened, fellow Christians, when God called you. Not many of you are wise as the world judges, not many in positions of power, not many born of noble parents.” (1 Corinthians 1:26, BECK)

Shade in the x's to show who God does not usually use.

X	X	X	G	O	D	X	X	X	D	O	E	S	N	T	X	X	X	X
X	X	X	X	X	U	S	E	X	X	X	X	M	A	N	Y	X	X	X
X	X	W	I	S	E	X	X	X	A	N	D	X	X	X	X	X	X	X
X	X	P	O	W	E	R	F	U	L	X	X	P	E	O	P	L	E	X

If you feel weak and useless, God *can* use you. From this Scripture find out why.

“God chose the foolish things of the world to shame the wise; God chose the weak things of the world to shame the strong. He chose the lowly things of this world . . . to [destroy] the things that are.”

(1 Corinthians 1:27-28, NIV)

Shade in the x's to show things or ideas God uses.

X	X	X	G	O	D	X	X	X	U	S	E	S	X	X	X	X	X	X
X	X	F	O	O	L	I	S	H	X	X	X	W	E	A	K	X	X	X
X	X	X	X	X	X	X	A	N	D	X	X	X	X	X	X	X	X	X
X	X	X	X	L	O	W	L	Y	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	T	H	I	N	G	S	X	X	X	X	X	X	X

Get some iron in you

God can give *physical* strength to those who need it. He also provides *spiritual* strength for the weak. Both kinds of strength are shown in this passage.

Open your Bible to Isaiah 40:28-29, 31.

Answer the following questions.

Who is never faint (tired)? **verse 28**

What does the Lord give to those who have no strength to do what is right in their Christian lives? **verse 29**

Who gets strength from the Lord? **verse 31**

What will happen when you “walk” with God in your Christian life?

Remembering God's Word



“[The Lord] said unto me, ‘My grace is sufficient for thee: for My strength is made perfect in weakness.’”

2 Corinthians 12:9

Use the puzzle below to help you learn the verse. The plus (+) stands for words which have to do with God and what He does for us. The minus (−) has to do with people and their weakness.

“The + said unto −, ‘My + is + for −; for My + is made + in −.’”

(2 Corinthians 12:9)



Bible dig

Gideon learns to be strong



Cross out the wrong words in brackets.

Weak again! Judges 6:1-6

The Israelites again did [good] [evil]. This time the Lord gave them up to Midianites. The Israelites hid away in [the forest] [caves]. The Midianites came in [small] [large] numbers to destroy the land. Finally the Israelites cried to [God] [Baal] for help.

The man God uses 6:11-15

One day an angel of the Lord sat under an oak tree when Gideon was [pressing grapes] [threshing grain] by a winepress. The angel said the Lord was with Gideon and that Gideon was a [mighty] [fearful] man.

Gideon disagreed that the Lord was with Israel. The Lord told Gideon to go in [strength] [weakness] and save Israel. Gideon said that his family was [wealthy] [poor] and he was least of all in his family.

A cure for weakness 6:16-21

Gideon now asked for proof. He set out [food] [water] and the angel touched it with his [finger] [staff]. It [was burned up] [disappeared].

Strength for weakness 6:25-32

The Lord then told Gideon to tear down the altar of Baal. Then he was to build [next to it] [on it] the altar of God. Gideon took [10] [100] men and did this at [noon] [night]. When the people found out, they wanted to [honor] [kill] Gideon. Gideon's father said Baal [needed their help] [could take care of himself].

Talk-about questions

How did Gideon feel?

How did Gideon in his weakness become strong?

How can we be strong when we feel weak?



Don't just sit there—do something!

How can the lessons that Gideon learned help these juniors?

"I didn't win in the swim meet. I'm never going to swim any more."

"I can't do anything very well, but what I can do, I'll do for Jesus."

"I'm scared of getting lost. I wonder if the Lord can help me."

Free to trust

Who's got faith?

Imagine you are a reporter interviewing three astronauts.

REPORTER: Do you astronauts really believe it is possible to get to outer space and back again?

ASTRONAUT 1: Oh, yes. There have been successful trips to the moon.

ASTRONAUT 2: No doubt about it. Our systems really work. We've tested them.

ASTRONAUT 3: Sure! The space ship is safe. Scientists have proved it.

REPORTER: Then each of you will be taking the trip?

ASTRONAUT 1: Not me! I don't mind training models, but not outer space.

ASTRONAUT 2: I would be willing to only if I could make all the decisions. I wouldn't trust mission control.

ASTRONAUT 3: Count me in all the way! I believe in the space program, the equipment, and those who direct it. I'll fly!

Think a bit . . .

What does the real astronaut have which the others do not?

Acting on what you believe

Read a reporter's interview with some juniors. Help the juniors respond. Read the Scriptures. Cross out the wrong words in brackets to complete their answers.

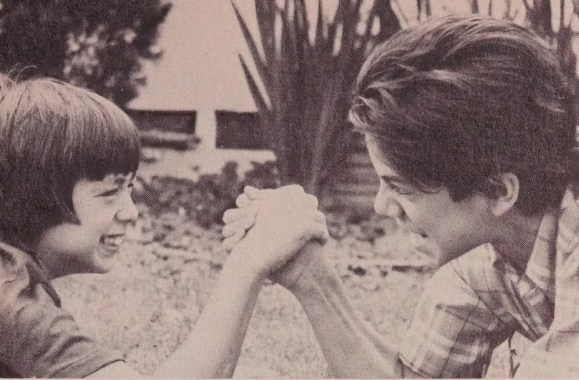


Believing is not seeing

REPORTER: I've always heard that seeing is believing. How can you believe in God when nobody has ever seen Him?

JUNIOR 1: In Scripture Jesus said, "Blessed are they that have not seen, and yet have believed." (John 20:29)

Jesus meant that it is [impossible] [possible] to believe in God without really seeing Him. You just need to have faith.



You're not born with it

REPORTER: How does a person get faith?

JUNIOR 2: "By grace are ye saved through faith, and that not of yourselves, it is the gift of God." (Ephesians 2:8)

People [are] [are not] born with faith. It is God's [alone] [gift].

It's a bulldozer

REPORTER: I've heard that a Christian with faith can move mountains. Who is going to believe that?

JUNIOR 3: Read Mark 11:22-24.

Some problems seem as hard to solve as [mountains] [houses] are to move. Jesus is promising that [going to church] [faith in God's power] can overcome troubles.

It stops missiles

REPORTER: I've heard Christians speak of a "shield of faith." What is that?

JUNIOR 4: "Taking the shield of faith, whereby ye shall be able to quench all the fiery darts of the wicked."

(Ephesians 6:16)

Satan hurls temptation "missiles."

[Wisdom] [Faith in God's power] is the Christian's [protection] [risk] against the wicked one.

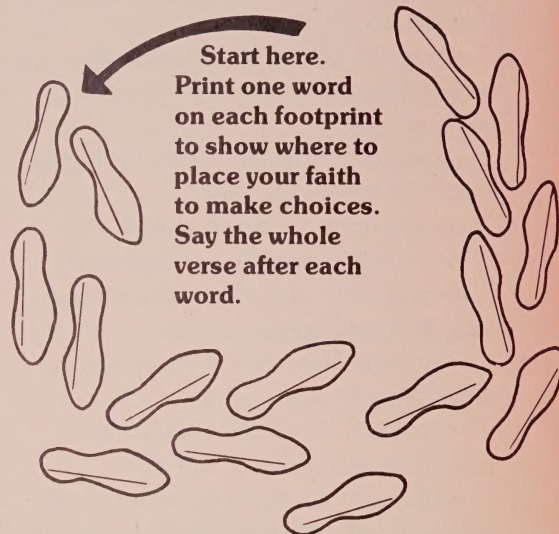
Remembering God's Word



"Your faith should not stand in the wisdom of men, but in the power of God."

1 Corinthians 2:5

This means that you don't trust the wise ideas of ungodly people. You put your trust in God's wisdom to choose the right.



Putting it all together

How strong is your faith? Check the chart to answer each question.

	YES	NO	SOMETIMES
Do you need proof to believe God and His Word?			
When you say you believe God, do you act as if you do?			
Do you read God's Word every day to help your faith grow?			

In class you will study how faith grew strong and worked for Gideon and the Israelites.

Judges 6:33—7:25

JUNE 25



Bible dig

Gideon puts faith in the Lord

God purposely made it hard for Gideon to win over the Midianites. See if you can figure out why by studying Judges 6:33—7:25.

The power source Judges 6:33-35

Circle the source of Gideon's power.

the Spirit of the Lord

the position of the troops

Faith boosters 6:36-40

How did Gideon know that God was with Him?

In the pictures "F" means fleece of lamb's wool. Shade in what was wet the first day and what was wet the second day.



Faith tests

Write in the missing numbers to solve the problems.

BRAVERY TEST 7:1-3

32,000 enlisted

— fearful

 remaining

ALERTNESS TEST 7:4-8

10,000 tested

— sent home

 remaining

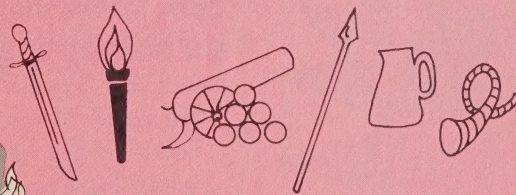
Another faith booster 7:9-14

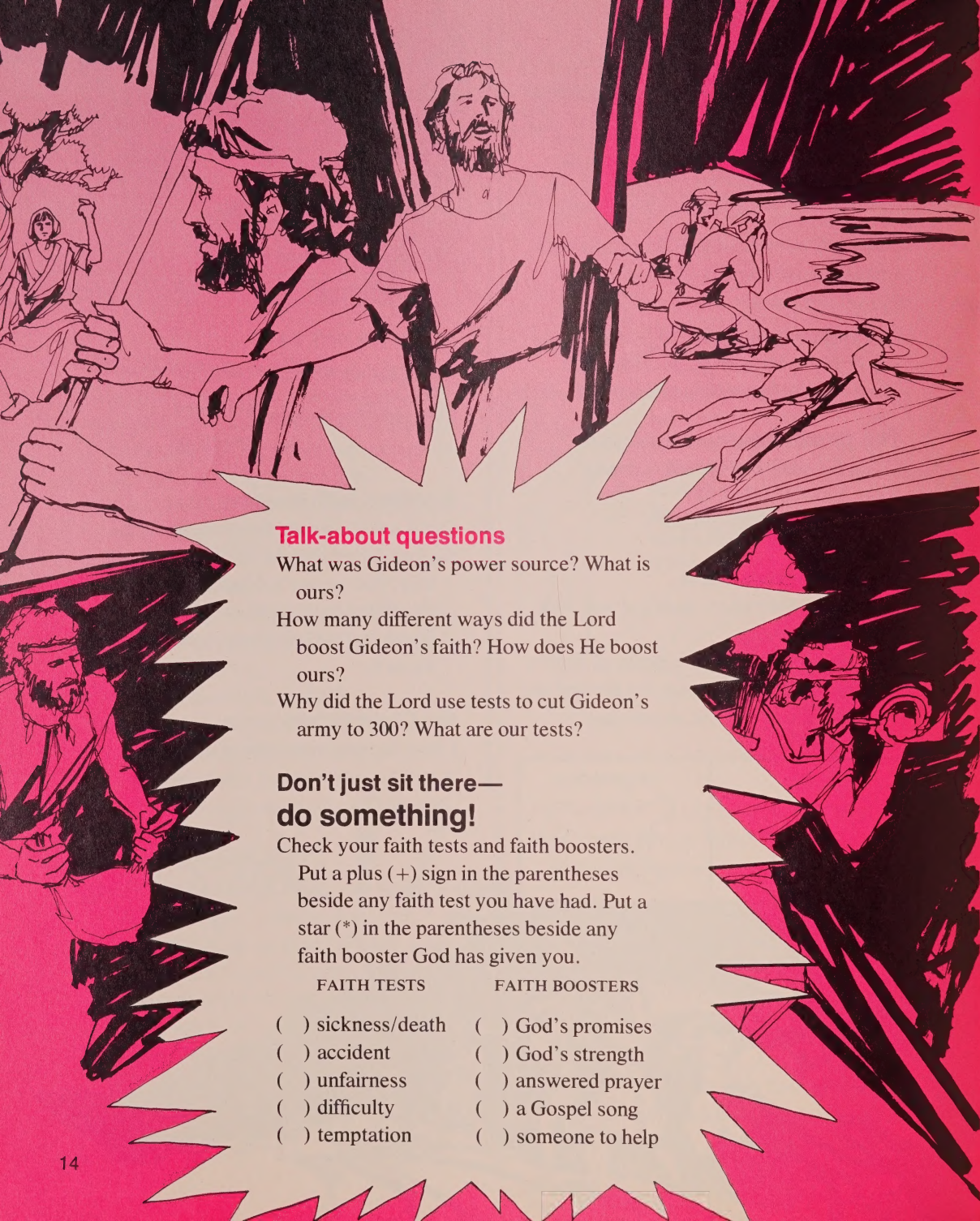
Cross out the wrong words in brackets.

God promised that the Midianites would lose. One enemy's dream showed the Israelites would [win] [lose]. God and Gideon's [sword] [fleece] would give victory.

God's weapons 7:15-18

Circle the weapons Gideon used.





Talk-about questions

What was Gideon's power source? What is ours?

How many different ways did the Lord boost Gideon's faith? How does He boost ours?

Why did the Lord use tests to cut Gideon's army to 300? What are our tests?

Don't just sit there— do something!

Check your faith tests and faith boosters.

Put a plus (+) sign in the parentheses beside any faith test you have had. Put a star (*) in the parentheses beside any faith booster God has given you.

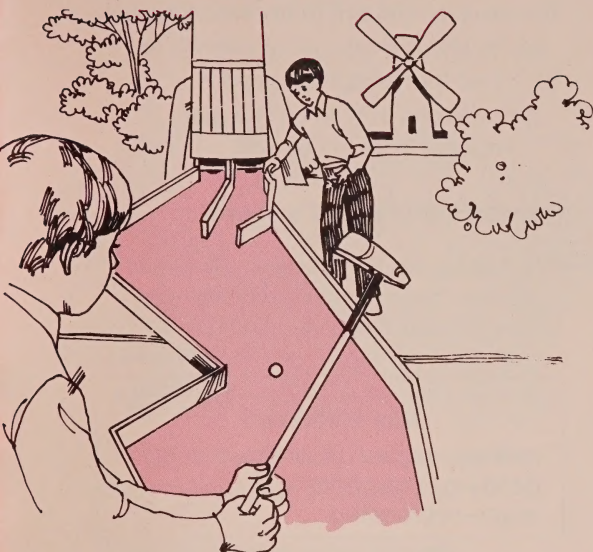
FAITH TESTS

- () sickness/death
- () accident
- () unfairness
- () difficulty
- () temptation

FAITH BOOSTERS

- () God's promises
- () God's strength
- () answered prayer
- () a Gospel song
- () someone to help

Free not to do



Do you ever feel as if you have two selves in you—each fighting to take control? One is Old Self. It was in your life before you became a Christian. It wants to do wrong.

The other is New Self. You received it when you asked Jesus to save you. It wants to do right.

The battle may go like this:

FRANK: Miniature golf sure is fun. Too bad this is the last hole.

GIFF: We're ahead of the others. Want to see a trick?

FRANK: Sure. We have time until the rest catch up.

GIFF: See this last hole? If the ball drops into a special place and doesn't return, you get a free ticket!

FRANK: Great! Let's practice.

GIFF: Better still, let's see where the ball has to go to disappear. Then we'll throw the ball in, instead of hitting it.

FRANK'S NEW SELF: Is that honest?

FRANK'S OLD SELF: The ball disappears. So you aren't lying.

FRANK'S NEW SELF: But you are supposed to hit the ball. Throwing it in is wrong.

FRANK'S OLD SELF: Don't spoil the fun. If you can get a free ticket, get it. Besides, Giff won't like it if you turn on that holy stuff.

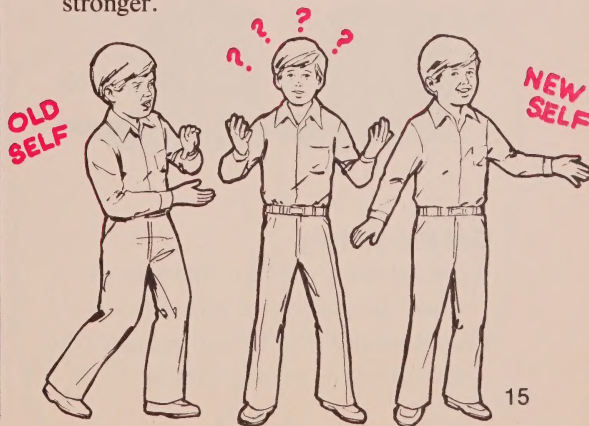
With whom do you do business?

Read the Scripture verses. Complete the assignments to discover the "self" with whom you should do business.

Can I help it?

"If I do what I do not want to do . . . it is no longer I myself who do it, but it is sin living in me. I know that nothing good lives in . . . my sinful nature. For I have the desire to do what is good, but I cannot carry it out." (Romans 7:16-18, NIV)

Circle the picture of the self which is stronger.



What's your choice?

Do you have to give in to sin?

“Don’t you know that when you offer yourselves to someone to obey him as slaves, you are slaves to the one whom you obey—whether you are slaves to sin, which leads to death, or to obedience, which leads to righteousness.” (Romans 6:16, NIV)

Cross out the wrong words in brackets.

[Sin] [Obedience] should be your new master. This will happen when you obey [God] [your conscience].

Still alive and kicking?

Does Old Self have any right to be alive and make such a fuss?

Read Romans 6:3-4a. The verses might be said like this today:

When we became Christians sin’s power over us was broken. Through Jesus’ death the power of our wrongdoing was destroyed. When Jesus died our old sinful nature was buried with Him.

Circle the tombstone that shows who should be buried.



Get the victory

If you are not to give in to Old Self, to whom are you to give yourself?

Read Romans 6:12-13. Then underline the correct ending to the sentence.

The verses might be said this way today:

Don’t let sin own your weak nature.

Instead give yourself to God and every part of yourself to His righteousness.

You can keep Old Self from controlling you

(a) by giving every part of yourself to God for His righteousness.

(b) by saying over and over again, “I will not listen to Old Self.”

Remembering God’s Word



“Likewise reckon ye also yourselves to be dead indeed unto sin, but alive unto God through Jesus Christ our Lord.”

Romans 6:11

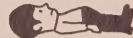
Mini-dictionary

reckon—*regard or consider*

dead—*not responding*

alive—*responding*

Use the symbols below as clues to the missing words in the verse.

“Likewise reckon ye also  to be  indeed unto  but  unto  through  .”
(Romans 6:11)

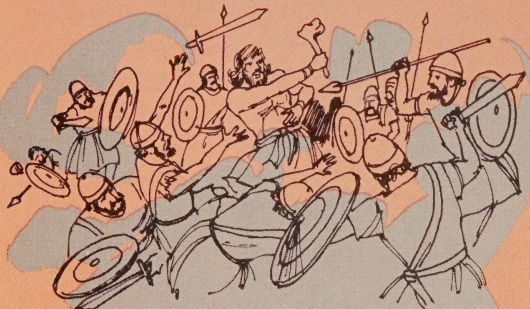
Putting it all together

These assignments help you understand why you keep doing wrong when you want to do right. But remember—in Christ you are free not to do wrong!

In class you will study how the strongest man in the world gave in to Old Self and sin. **Judges 13—16**

Bible dig

Samson gives in to sin



Turn to Judges 13—16. Find out about a man who was both strong and weak.

Where did Samson get his strength?

Place the numbers of the correct words from the list in the blanks.

- | | |
|------------------------------|----------------|
| 1. the Spirit of the Lord | 4. the lion |
| 2. begin to deliver (rescue) | 5. Philistines |
| 3. the angel of the Lord | 6. blessed |

Judges 13:1 The Israelites again did evil

and were overcome by the _____.

13:5 A son would be born who would _____ Israel.

13:24 They named him Samson and the Lord _____ him.

13:25 At times _____ began to move (stir) him.

14:5-6 The Spirit of the Lord came upon him with strength to kill _____.

Did Samson really do the work God planned for Him?

Sometimes Samson did what *he* (Old Self) wanted. Other times Samson obeyed the Spirit of the Lord (New Self).

Check the correct column below to show whether Samson was doing business with his Old Self or New Self.

OLD
SELF

NEW
SELF

- | | | |
|-------|-------|---|
| _____ | _____ | Wanted a Philistine wife
Judges 14:1-2 |
| _____ | _____ | Killed 30 Philistines 14:19 |
| _____ | _____ | Rebelled against parents
14:3 |
| _____ | _____ | Told the secret of his strength 16:16-17, 20 |
| _____ | _____ | Killed more when he died than when he lived 16:28-30 |
| _____ | _____ | Killed 1,000 Philistines
15:14-15 |

Don't just sit there—do something!



Think of a way Old Self sometimes tempts you to sin. Write what you will say to Old Self. Write what you will say to New Self.

Old Self,

New Self,

Free for fellowship



Do you have a special friend? What do you do together?

Circle below the ideas that you think describe friendship.

- Enjoying being together
- Not liking each other
- Getting along well together
- Telling mean things about each other
- Doing things together
- Not trusting one another
- Pleasing and helping each other

Friendship is really wonderful. It is two together sharing, enjoying, liking, getting along, talking, understanding, doing, trusting, pleasing, helping.

Know what? God wants you to have fellowship with Him. That is the reason He freed you from sin. You can be close to Him, enjoy Him, share with Him, and He with you. If you don't have another friend in the world, you can have the Lord. He will be your special Friend.

Here's the way to have fellowship

Reach each of the Scripture verses. Think about what God is saying. Then circle T before each true statement. Circle F before each false statement.

Getting together

To fellowship with the Lord everything must be right between you and Him.

“God is light, and in Him is no darkness at all. If we say that we have fellowship with Him, and walk in darkness, we lie. . . . If we walk in the light, as He is in the light, we have fellowship one with another. . . . If we confess our sins, He is faithful and just to forgive us our sins and to cleanse us from all unrighteousness.”
(1 John 1:5-7, 9)

- T F I am not like God. My sins separate me from Him.
- T F Because of my sin there is no way for God and me to get together.
- T F When I confess my sins to God, He forgives and cleanses me.
- T F With sin forgiven, God and I can fellowship.

Sharing together

“Come near to God and He will come near to you.” (James 4:8, NIV)

“The Lord is near all who call Him, all who call Him sincerely.” (Psalm 145:18, BECK)

- T F God will listen to me when I pray honestly and truthfully.
- T F God wants my fellowship. He promised to come near to me when I seek Him.
- T F I can share things with the Lord simply by calling on Him in prayer.

Enjoying each other

Turn to Psalm 37:3-5. From these verses you will understand how really to enjoy the Lord.

- T F I can only trust the Lord if I know all He has planned for me.
- T F The Lord wants me to commit (give over) everything in my life to Him.
- T F The Lord has only the best planned for me. I can delight (be happy) in Him.

Remembering God's Word



“Truly our fellowship is with the Father, and with His Son Jesus Christ.” 1 John 1:3

In place of the words “Truly our fellowship is with” say each of the phrases below. Then finish with the rest of the verse, like this.

- “_____ the Father, and with His Son, Jesus Christ.” 1 John 1:3
- “Truly we share with . . .”
- “Truly we enjoy being with . . .”
- “Truly we get along with . . .”
- “Truly we like to be together with . . .”
- “Truly we like to please . . .”
- “Truly we like to serve . . .”

Putting it all together

So you are free—free to come near and enjoy the Lord who loves you.

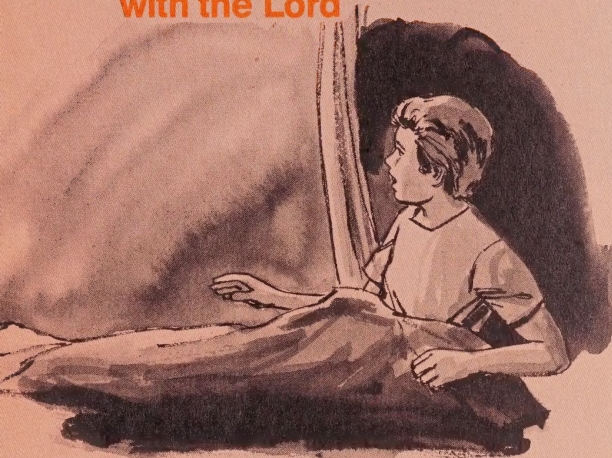
In class you will study about some brothers who didn't care about God's fellowship and about another young fellow who did.

1 Samuel 1—3



Bible dig

Samuel has fellowship with the Lord



Two out of fellowship

Why wasn't the Lord fellowshiping with Eli's sons? Find out from 1 Samuel 1—2. Circle T before each true statement. Circle F before each false statement.

- T F Eli, the high priest had two sons, Hophni and Phinehas. 1:3
- T F Hophni and Phinehas loved the Lord. 2:12
- T F Eli's sons forced people to give the best meat of the sacrifices to them. 2:16
- T F Hophni and Phinehas were sorry for their sins when Eli talked to them. 2:23-25
- T F God said He would not let Eli and his sons serve as priests any longer. 2:34-35

One in fellowship

Why could the Lord come and talk with Samuel? Study 1 Samuel 3 to find out. Circle the correct ending to each sentence.

- 3:3 Samuel was sleeping on his bed
at home. near the ark of God.
- 3:7 Samuel didn't know God's voice because
he was sleepy. the Lord had not spoken to him before.
- 3:9-10 When Eli told Samuel to answer God,
he obeyed. he doubted.
- 3:12-14 The Lord's message for Eli
praised him. condemned him.

Talk-about question

How can God be real and close today if He doesn't appear or talk out loud?

Don't just sit there—do something!

Fellowship problem #1

You tear your shirt after sneaking into a forbidden construction area. You say, "I had better think of a good cover-up story for this one!" What does not telling the truth have to do with fellowship with God?



Fellowship problem #2

Your room is messy. It upsets your mother. You shout, "It's my room," and slam the door. What does this behavior have to do with fellowship with the Lord?

Free within limits



Freedom—

That's a wonderful gift from God.
That's the gift Jesus bought for you
with His own life.

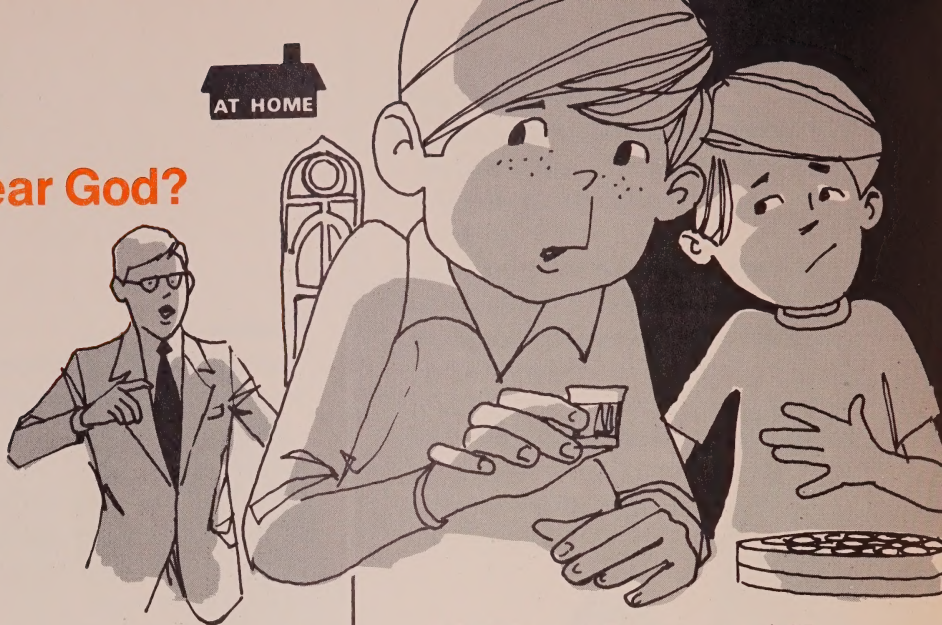
But freedom isn't the kind of gift
you show off on a shelf,
like a model,
or keep in a drawer,
like some rare coins.
You use it! You live it!

You live God's freedom
when you keep free from sin,
when you enjoy close friendship with God,
when you really respect God
and everything related to Him,
when you like to do what He wants,
even when it is different from what others do,
and when you respect and obey the people
God has given to be your authorities.

Freedom—

That's a wonderful gift from God.
Study these Bible lessons so that
you'll learn to use it and live it.

Why fear God?



a true story

Steve and Brian passed by this big church. They noticed the door was open. As fifth graders are, they were curious and walked in.

They went slowly down the aisle. Near the pulpit was a table with silver plates and tiny glasses. On the plates were bits of something. A dark liquid filled the glasses.

Steve asked, "What is it?"

Brian answered, "Let's find out." Each took a piece of whatever-it-was and a tiny glass. Suddenly they stopped!

"Boys," a voice said behind them.

"What are you doing? Have you no fear of God?"

Steve and Brian jerked around. The minister looked shocked. Both stammered that they hadn't meant to hurt anything. They hurried out before the minister could stop them.

"What did he mean, 'fear God'?" Brian asked.

"I don't know," Steve answered. "I didn't know we were supposed to be afraid of God. Are we?"

What do you think?

How is fearing God different from fearing a ghost?

What should be your attitude toward God?

What it means to fear God

Open your Bible to Psalm 33. You will find some good answers to the above questions.

The right start

"Praise the Lord with harp; sing unto Him with the psaltery and an instrument of ten strings. Sing unto Him a new song. Play skillfully with a loud noise."
(Psalm 33:2-3)

Underline in the verses some things godly people do to show their attitude toward God.



Worth shouting about

Read Psalm 33:4-5. According to the verses, cross out the wrong words in brackets. The Word of the Lord is [holy] [right]. All that He does is in truth. He loves that which is [beautiful] [righteous] and just. The earth is full of His goodness.

The Designer

Read Psalm 33:6-9. Circle the letter in front of the correct sentence ending.

- The stars, oceans, and whole world
- (a) were formed by the Word of God.
 - (b) will one day disappear.

Everyone in the world should

- (a) take better care of the world God made.
- (b) fear this great Creator and stand in awe of Him.

The Controllor

Read Psalm 33:10-12. Cross out the wrong words in brackets.

God can scatter nations that plan to [oppose] [love] Him. His own good plans last [a day] [forever]. A nation is [cursed] [blessed] if it chooses God as Leader.

The All-knowing

Read Psalm 33:13-15. Circle T before each true statement. Circle F before each false statement.

- T F God sees everyone.
- T F God made people's hearts.
- T F God does not care what people do.

The All-powerful

Read Psalm 33:16-17. Unscramble the word to complete the sentence.

The Lord says large armies, strength, or war horses do not ASVE _____ rulers.

You'd better believe it

Read Psalm 33:18-22. Circle things God will do for you if you fear Him.

- | | |
|------------------------|---------------------|
| <i>watch over</i> | <i>condemn</i> |
| <i>deliver</i> | <i>starve</i> |
| <i>help and shield</i> | <i>provide</i> |
| <i>be merciful</i> | <i>make wealthy</i> |

Remembering God's Word



"Blessed is the man that feareth the Lord, that delighteth greatly in His commandments."

Psalm 112:1

"Blessed" means *happy*. "Fear" means *stand in awe of*.

In the verse below every other word is missing. Stars are in place of the missing words. Practice saying the verse.

"Blessed * the * that * the * , that * greatly * His * ." (Psalm 112:1)

Putting it all together

You see now that there are many reasons for standing in awe of God.

In class you will learn what happened to Eli's sons and others who did not fear God. 1 Samuel 4—7



Bible dig

Israelites fail to respect God

Give an on-the-spot television report. From the Scripture be ready to *tell* a word or words for each blank. *Do not write the answers.*



1 Samuel 4:1-3
The Philistines have killed ____ Israelites.



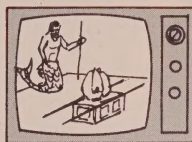
1 Samuel 4:3-5
Eli's sons are taking the ____ to battle.



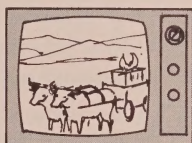
1 Samuel 4:6-11
Philistines are ____ because ____ is in the Israelite camp. They fight hard and capture ____.



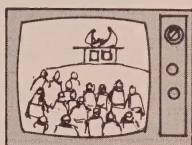
1 Samuel 4:12-18
A messenger is telling ____ his sons are ____ . Eli dies.



1 Samuel 5:1-6
Philistines are setting the Ark in their temple of ____ . The Lord is destroying people with ____ .



1 Samuel 6:1-2, 7-12
Philistines are sending the Ark back on ____ .



1 Samuel 6:12-13, 15, 19
The cows come straight to the Israelites. They offer up ____ . Israelites ____ the Ark. Many die.



1 Samuel 7:1-6
The Ark is taken to a house. Samuel says, " ____ foreign gods. ____ the Lord only." The people do.



1 Samuel 7:7-10
Philistines are attacking again. Samuel ____ . God sends such a ____ that the Philistines ____ .

Don't just sit there—do something!

Check some ways you may show respect or fear for the Lord.

NOW IT'S YOUR TURN



- () Speak respectfully of God.
- () Praise Him in song, prayer, thoughts.
- () Care for God's house and Book.
- () Obey the Lord.
- () Be eager to learn.

Different from the ungodly

Does this conversation sound familiar?

DALE: Dad, I just have to have a new fiber-glass skateboard with precision wheels.

DEBBIE: And, Dad, I want a new save-the-animals shirt.

DAD: What's all this about? You have a skateboard, Dale. And you have plenty of shirts, Debbie.

DALE AND DEBBIE: But not this kind! Everyone else has one! Why can't we have what others have?

DAD: That's not a good enough reason. Let's talk about something that doesn't cost money.

DALE: Well, I've been meaning to ask you. May I take my skateboard to Hillview Heights?

DEBBIE: And I want to go to the beauty contest with Rose Marie.

DAD: Dale, Hillview Heights is dangerous. Debbie, Rose Marie thinks of nothing but clothes and looks. No to both of you.

DALE AND DEBBIE: But everybody else goes. Why can't we do what others do? Why do we have to be different?

How's it with you?

Can you think of things you do because "everybody does it"?

As a Christian is it right for you to follow the crowd? Sometimes? Never?

Different? How?

You may find yourself wanting to be like others your age. But there are some ways Christians are to be different. Find them in the Bible verses this week.

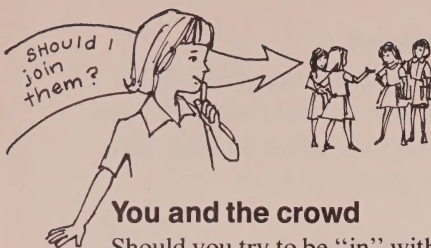
You're special now

"Once you were not a people, but now you are the people of God. Once you had not received mercy, but now you have received mercy." (1 Peter 2:10, NIV)

Complete the sentence.

You are someone special when you have Jesus as your Saviour. You are the _____





You and the crowd

Should you try to be “in” with those who serve sin rather than God?

“What agreement hath the temple of God with idols? For ye are the temple of the living God.... ‘Come out from among them, and be ye separate,’ saith the Lord, ‘and touch not the unclean thing, and I will receive you.’ ” (2 Corinthians 6:16-17)

Underline in the verses what God tells you to do about being “in” with the crowd.

You think and feel differently

“Be happy in the Lord always. . . .

Everybody should know how gentle you can be. . . . Don’t worry about anything, but in everything go to God, and pray to let Him know what you want, and give thanks.” (Philippians 4:4-6, BECK)

Draw an arrow up in front of words that show how you should be. Draw an arrow down for the ways you should not be.

<i>joyful</i>	<i>worrying</i>	<i>praising</i>
<i>selfish</i>	<i>praying</i>	<i>thankful</i>

“Keep your minds on all that is true or noble, right or pure, lovely or appealing, on anything that is excellent or that deserves praise.” (Philippians 4:8, BECK)

Draw an arrow up in front of words that tell things you should think about. Draw an arrow down in front of things you should not think about.

<i>truth</i>	<i>sadness</i>	<i>bitterness</i>
<i>purity</i>	<i>goodness</i>	<i>honesty</i>

You do differently

Read Romans 12:10-18. Now read two of the verses below. Put the number of the verse in the picture that best shows how the verses can be used in your life.

“Share with God’s people who are in need. Practice hospitality.” (Romans 12:13, NIV)

“Rejoice with them that do rejoice, and weep with them that weep.” (Romans 12:15)



Remembering God’s Word



“Be not conformed to this world, but be ye transformed by the renewing of your mind.”

Romans 12:2

Here’s how this verse might be said today:

Don’t try to be like people in the world, but be a different person, new in all you think and do.

Practice saying the verse until you know it.

Putting it all together

Are you willing to stand out as different from unbelievers because you are like God?

In class you will study about a time when God’s people didn’t want to stand out from others. They wanted to be just like them. They even rejected God!

1 Samuel 8—10



Bible dig

Israelites want to be like other nations



Wanting to be like others

Check the correct answer or answers.

Judges 2:16 Through what kind of leader had God been leading Israel?

- ☐ king ☐ judge

2:16; 4:5 What two things did this kind of leader do?

- ☐ delivered ☐ taxed ☐ judged

2:18; 8:23 In what ways was this kind of leader special?

- ☐ God chose the leader.
☐ God was with the leader.
☐ God was really ruling.

1 Samuel 8:3-5 What did the Israelites say about having a judge lead them?

- ☐ Samuel was too old to judge.
☐ The people wanted a new judge.
☐ The people wanted a king.

8:10-18 How will this new king treat the Israelites?

- ☐ He will take their sons and daughters for his servants.
☐ He will take their farmlands and servants for his own.

Talk-about question Why would it have been better for God's people to be different from others?

1 Samuel 9:1-2 What things do we know about Saul?

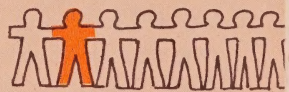
- ☐ He was the son of Kish, a man of power, which also meant wealth.
☐ He was the most handsome (goodly) man in Israel.
☐ He stood head and shoulders taller than anybody else.

9:15-17 Why did Samuel choose Saul?

- ☐ Saul was rich, handsome, and tall.
☐ The Lord told him Saul would be king.

Talk-about question How are God's people different from unbelievers today?

Don't just sit there—do something!



If you are going to stand out as different from those who don't love the Lord, what will you do about each of these?

- How you dress
- What you say
- Where you go
- Who you are with
- What you read, look at, think about
- What you do

In class your teacher will give directions for this activity.

Authority—must I obey it?

What is an *authority*? Circle below what you think is the best definition of an authority.

An authority is a person who knows everything about everything.

An authority is a person who has the right to tell you what to do and make you do it.

Put yourself in each picture on this page. Think how you would feel about obeying the one in authority.



Why should I?

Have you ever asked: Do I *have* to obey?

Why should he tell me what to do?

Through this week's assignments learn what God expects of you.

What's with the law?

"Everyone must submit himself to the governing authorities, for there is no authority except that which God has established. The authorities that exist have been established by God. Consequently, he who rebels against the authority is rebelling against what God has [set up]. (Romans 13:1-2, NIV)

Cross out the wrong words in brackets.

You are to obey [friends] [yourself] [higher powers]. God is in command of all the powers. No one has power unless God has given it to him. If you disobey the laws of the land, you are really disobeying [men] [God] [friends].



Why obey parents?

“Children, obey your parents in all things, for this is well pleasing unto the Lord.”
(Colossians 3:20)

The Apostle Paul wrote this command from God. Shade in the x's in the boxes to tell the chief reason you should obey your parents.

X	X	X	X	I	T	X	X	X	X	I	S	X	X	X
X	X	X	X	X	X	X	G	O	D	'	S	X	X	X
X	X	X	X	X	C	O	M	M	A	N	D	X	X	X
X	X	A	N	D	X	X	X	X	X	I	T	X	X	X
X	P	L	E	A	S	E	S	X	X	X	H	I	M	X

Church leaders, too?

“Obey your leaders and submit to their authority. They keep watch over you as men who must give an account. Obey them so that their work will be a joy, not a burden.” (Hebrews 13:17, NIV)

These verses refer to spiritual leaders.

Circle **T** before each true statement. Circle **F** before each false statement.

- T F** You are to obey spiritual leaders much as you obey other authorities.
- T F** Two spiritual leaders are your pastor and Sunday School teacher.
- T F** Spiritual leaders must give an account to God for how they lead you.
- T F** The job of a spiritual leader is always a burden.

There's a time to disobey?

Read Acts 5:16-29. These verses tell a true story. You may ask your parents to help you read it.

Put a check in front of the correct answer.

What does this story teach you? **verse 29**

- ____ You should listen to both men's and God's commands, but go your own way.
- ____ You are to obey God if an authority's order goes against God's order.

Remembering God's Word



“Let every soul be subject unto the higher powers. For there is no power but of God. The powers that be are ordained of God.”

Romans 13:1

Your memory verse reminds you to obey governing authorities. These authorities have been set up by God.

Think of those who have authority over you:
government, policemen, parents, teachers, coaches, store managers, ministers, Sunday School teachers, and leaders.

Say the verse several times. Put in a different authority for “higher powers” and “powers that be.”

Putting it all together

What authorities in your life will you need to obey this week?

In class you will learn about a king who lost his kingdom because he did not obey an authority higher than himself.

1 Samuel 11—13



Bible dig

**Saul puts aside
Samuel's authority**

Circle T before each true statement. Circle F before each false statement.

Why did Saul do well in his first battle?

- T F The Spirit of the Lord came upon Saul. 1 Samuel 11:5-6
- T F The Lord caused 330,000 people to answer Saul's call. 11:7-8
- T F Saul attacked the Ammonites from three sides. 11:10-11

Whose authority did Samuel say the people should obey 12:14-19

- T F The people should obey Saul.
- T F The people should obey the Lord.

Why did Saul get worried? 13:5-7

- T F Philistines gathered with thousands for battle.
- T F Saul's men were eager to attack.
- T F Saul's troops were so afraid they began to desert.

What did Saul do that was wrong? 13:8-14

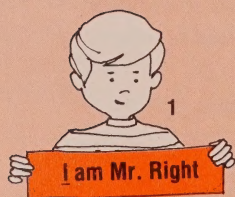
- T F Samuel told Saul to wait three days.
- T F Saul did not wait for Samuel.
- T F Samuel said Saul disobeyed God.
- T F Samuel said that if Saul was sorry, his son would be king after him.

Talk-about questions

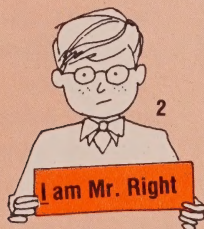
- Who are some authorities we should obey?
- When should we obey without question?
- When may we respectfully question?
- Is there ever a time to disobey human authority?

Don't just sit there—do something!

You be the judge. These three people claim to be right.
Who is the real Mr. Right?



If a policeman told me not to litter, I would not have to pay attention. God does not say "Don't litter" in the Bible.



If my bicycle got stolen at the swimming pool, and the manager said to tell my parents it was locked (but it wasn't), I would tell them it was not locked.



If my parents told me to stay away from the kids who were always getting into trouble, I would make up my own mind about it.



Free for responsibility

"What's college like?" Christy asked Jane, who was home from college for the summer. Without waiting for an answer, Christy went on. "It must be great to be free from people telling you what to do. Lucky you!"

Jane smiled. "Well," she said, "it is nice to run your own schedule and do things your own way. But it's hard too."

"What's hard about it?" Christy asked.

So Jane explained. "You are completely responsible for yourself. This means no one does your laundry for you, or reminds you to get your homework done, or drives you where you need to go. No one tells you how much money to spend, or helps you write two big reports in one evening. You have to boss yourself in these things."

"Oh," said Christy thoughtfully.

She had been envying Jane's freedom from being told what to do. Suddenly she understood that real freedom carried responsibility with it.

"Do you still like being free that way?" she asked Jane.

"Oh yes!" Jane answered. "When you are free and act responsibly it means you are growing up."

God loves you. He offers you true freedom. You can love God by finding out your responsibilities to Him. You can grow up to God by acting responsibly in His freedom. Your Bible lessons can help you.





Attempting great things for God

a true story

Betty noticed that Scott was at it again. He spoiled every junior youth meeting. He would start by arguing with Mr. Travers, the sponsor. Soon he'd have all the juniors laughing and talking. Mr. Travers did not seem to know what to do. He was discouraged. So were Scott's parents.

Betty loved the Lord. She came to the youth meetings because she wanted to grow as a Christian. She knew that the noise and bad attitudes were not right. But she didn't know what to do. She was only one person. The whole thing seemed impossible!

The junior youth group needed help. Betty wanted to do something for God there. But the problem was too big for her. She needed God's help.

How's it with you?

Do you ever wish you could do something great for God, but find that there are problems?

Think of one place where you need God's help. Add it below.

The hardest thing for a junior to do is:

Say no when my friend
wants me to do wrong.

The hardest thing for me to do is:

Bigger than your biggest problem

Sure, your problem is big. But there is a Source of power. That Power is bigger than the biggest problem you will ever have.

"There's nobody like You, Lord. You are great, and Your power has made a great name for You." (Jeremiah 10:6, BECK)

Complete the sentences.

There's nobody like _____. He
is _____. The Lord's _____
has made a great _____ for
Him. He is bigger than your biggest
problem.

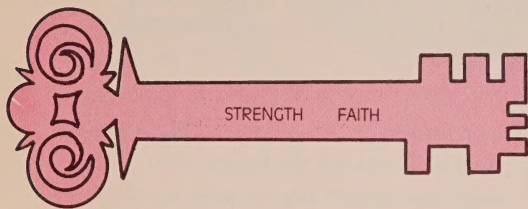
God is the most powerful Being. Will He
help you with your problem?



The key in your hand

“Without faith it is impossible to please Him, for he that cometh to God must believe that He is, and that He is a rewarder of them that diligently seek Him.” (Hebrews 11:6)

On the key, circle what unlocks problem situations in your life.



Finding the solution

Using God’s key isn’t magic. Do you really want to do great things for God? Then you need to be willing to find out just what He wants you to do.

“Trust in the Lord with all thine heart, and lean not unto thine own understanding.

In all thy ways acknowledge Him, and He shall direct thy paths.” (Proverbs 3:5-6)

In the verses above underline what God will do for you when you trust Him completely. This means God will show you what to do.

Getting what you most need

Often it is hard to tackle a difficult situation.

You’re scared to face it alone. You don’t have to!

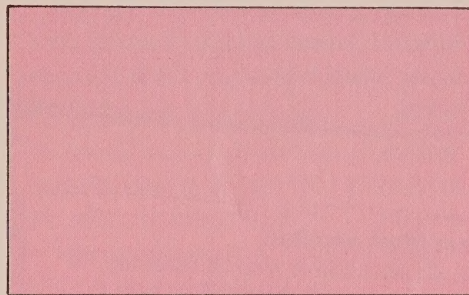
Read Deuteronomy 31:6. This is God’s promise to you. Cross out the wrong words in brackets.

God promises to [go with] [remember] you. He will never [fail] [doubt] you or [punish] [forsake] you.

Now for the action

“Be strong and of a good courage. Be not afraid, neither be thou dismayed. For the Lord thy God is with thee whithersoever thou goest.” (Joshua 1:9)

Now write in your own words how you can feel with God on your side.



Remembering God’s Word



“Wait on the Lord. Be of good courage, and He shall strengthen thine heart. Wait, I say, on the Lord.”

Psalm 27:14

This week’s verse encourages you to wait on the Lord. You can do this by trusting Him. Expect Him to help you—He will! Your verse has four parts. Unscramble each part below. Then practice saying the words in correct order.

1. the wait on Lord
2. good of courage be
3. shall He thine strengthen and heart
4. say I Lord the on wait

Putting it all together

God can do anything. He will help you in impossible situations. Trust Him.

In class you will learn how Jonathan attempted the impossible and made it with God’s help.

1 Samuel 14:1-23

AUGUST 6



Bible dig

Jonathan attempts the impossible

Read a letter Jonathan's young armor-bearer might have written his parents after Jonathan overcame a difficult situation. Turn to 1 Samuel 14:1-23. Cross out the wrong words in brackets. Circle the correct words.

Dear Mom and Dad,

You will never believe what has happened. The Israelite soldiers felt like they didn't have a chance against the Philistines. Then Prince Jonathan said to me, "Let's [go over to] [join] the Philistine army."

We left quickly. No one, not even [King Saul] [God], knew we had gone. On the way Jonathan said it made no difference to God if we were outnumbered. I told Jonathan [I was with him body and soul] [I didn't agree with him].

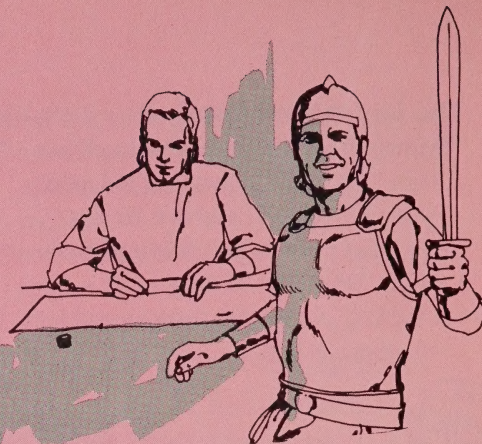
Jonathan said that if the Philistines told us to stop when they spotted us we would [wait] [fight]. If the Philistines said to come and fight then we would [surrender] [fight]. When the Philistines saw us they told us to [come up] [wait].

Jonathan knew that God wanted us to [fight] [run]. He said that the Lord would help us defeat them. He was right. With God's help we killed 20 Philistines. The others panicked. Suddenly, God sent a great [storm] [earthquake].

When Saul and his army saw the battle, they rushed out and found the Philistines [killing themselves] [defeating us]. They joined the fight and defeated the Philistines. [God] [Jonathan] saved Israel that day because of one man's belief.

—Praise the Lord,

Your son



Talk-about questions

Was it foolish for Jonathan and his armor-bearer to attempt the impossible singlehandedly? Why or why not?

Why did God use only Jonathan and his armor-bearer to start the victory over the Philistines?

How can we be brave enough to tackle scary or difficult tasks?



Don't just sit there—do something!

Finish the sentences below. You may write your idea from page 32.

The *hardest* thing for me to do is . . .

BUT through faith in Jonathan's God
I may . . .

Halfway isn't enough

What would happen if . . .

- people drove cars any way they wanted?
- cooks stopped following recipes?
- druggists filled prescriptions only half right?
- you threw out directions for a complicated craft project?

There are many times when people must follow directions exactly. Every day you follow directions of some kind. When you're sick you follow a doctor's directions. In school you follow your teacher's directions.

Directions are given for your safety and well-being. Suppose you pay no attention to the directions or follow them only partway. Then you have to take the consequences.

Doing things God's way

God, too, has given you directions to follow.

Read the verses to learn some of His directions.

Cross out the wrong words in brackets to complete the sentences.

Taking God's directions

"The law of the Lord is perfect . . . making wise the simple. The statutes of the Lord are right, rejoicing the heart. . . . By them is Thy servant warned. And in keeping of them there is great reward."
(Psalm 19:7-8, 11)

God's laws are perfect and make simple (ignorant) people [love others] [wise]. His instructions put joy in your heart. God's commandments warn you of harm. Those who obey God's Word are [guilty] [rewarded].



Obeying—most of the time

Many people think obeying most of God's laws most of the time is enough. What does God's Word say about this?

"Whosoever shall keep the whole law, and yet offend in one point, he is guilty of all."
(James 2:10)

So you have disobeyed only one small part of the law. But you are as [unhappy] [guilty of sin] as the person who has disobeyed all the laws of God.

Do's as well as don'ts

Read James 1:22. Christians are to be [obedient doers] [silent hearers] of God's Word. It is not enough just to memorize or hear God's instructions. Let's not fool ourselves. His Word is to be obeyed and lived, not just heard.

Why should I?

"This is love for God: to obey His commands." (1 John 5:3, NIV)

By obeying God's directions you [prove you love Him] [make many friends].



Taking the consequences

"The Lord corrects [disciplines] whom He loves." (Hebrews 12:6, BECK)

When you don't follow God's directions, there are consequences.

God corrects those He loves. When God corrects you it proves He [is angry with you] [loves you]. It is for your own good. Through God's corrections you may share His holiness and grow in Him.

Remembering God's Word



"Hath the Lord as great delight in burnt offerings and sacrifices, as in obeying the voice of the Lord? Behold, to obey is better than sacrifice."
1 Samuel 15:22

Circle the key words of the verse which are hidden in the puzzle. All of them go from left to right. The first one is done for you. Now use the words as clues to help you say the verse.

I T O P L O R D Q U E T V Y
L O S A C R I F I C E S E P
D E L I G H T I D O B E Y R
F O B E T T E R P O E D T O
Y E O B E Y I N G N O N M T

Putting it all together

God wants you to be completely obedient to Him—not partway.

In class you will learn how a man failed because of his halfway obedience to the Lord. **1 Samuel 15**



Bible dig

Saul obeys only halfway

The Lord decided to settle old accounts with the Amalekites. Turn to 1 Samuel 15 to find out what happened. You may check more than one answer in each question.

1 Samuel 15:3 Check how much the Israelites were to destroy.

- ☐ All the Amalekites and what they owned
- ☐ All but the Amalekite king

15:4-9 Who or what did Saul save?

- ☐ The Amalekite king
- ☐ Everything good the Amalekites owned

15:13-20 Check what Saul said about his obedience.

- ☐ "I have carried out the Lord's command."
- ☐ "The people saved the best animals for sacrifices."

15:21-22 Check what God wanted most.

- ☐ Bible reading and prayer
- ☐ Obedience

15:23 Check how bad disobedience is.

- ☐ As bad as witchcraft
- ☐ As bad as worshiping idols

Talk-about questions

What Saul did sounds right. Why was it wrong?

If Saul was sorry, why did the Lord take the kingdom from him?

Why isn't partway obedience better than no obedience at all?



Don't just sit there—do something!

Check the orders or directions that you may have heard recently.

- ___ Get ready for bed now.
- ___ Go play right field.
- ___ Pick up your clothes off the floor.
- ___ Stand in a straight line.
- ___ Read your Bible.
- ___ Go practice your instrument.

How do these orders make you feel? Put another check by the orders you are half-hearted about obeying. Decide how you can change to whole-hearted obedience by writing or drawing a picture below.



After God's own heart

Perhaps you have never thought about “the real me—the me nobody knows.” Is it the things you secretly think about? What you secretly want to be?

You are made up of an “inside you” and an “outside you.” Those around you know the “outside you” quite well. But inside is another “you” that lives in a private world.

The most important part of that “inside you” is what God calls your heart, or soul. He is not talking about the organ that pumps blood. He means the very center of your feelings, will, and thinking. It is your innermost part.

The secret you

Would you say that your heart is “the me nobody knows”? If so, does anyone really know what you think and feel?

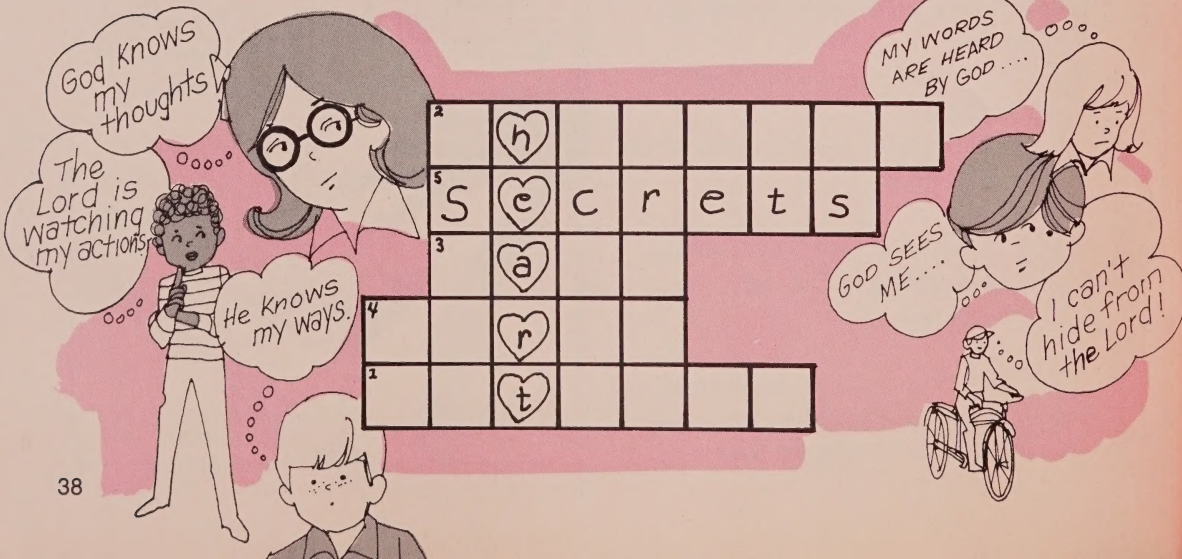
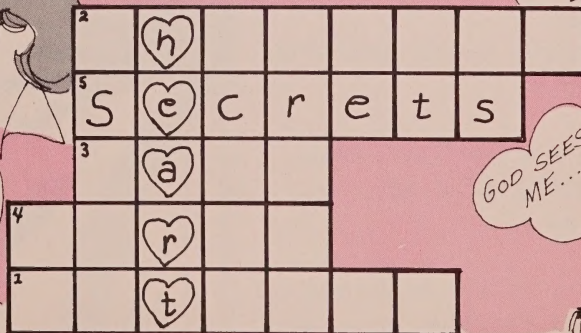
The heart God knows

Read Psalm 139:1-4. Read the sentences.

When you come to a number, decide what word should be there. Use the word box to help you with the puzzle. Find the number in the puzzle and write in the word. Number 5 is done for you.

Clues	
words	thoughts
actions	ways

The Lord has examined your heart. He knows everything about you. He knows when you sit and when you stand. He knows all your ¹. The Lord knows and understands all your ². He knows all your ³, where you go and when you rest. Before you even speak, God knows your ⁴. There is nothing you can hide from God. He knows all the ⁵ of your heart.

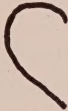


A heart to know God

God knows all about you. But what does it take for you to know God?

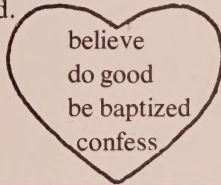
“Ye shall seek Me, and find Me, when ye shall search for Me with all your heart.”
(Jeremiah 29:13)

Do something to this heart that shows how you can know God.



“If thou shalt confess with thy mouth the Lord Jesus, and shalt believe in thine heart that God hath raised Him from the dead, thou shalt be saved.”
(Romans 10:9)

Circle the words in the heart that show how you are saved.



Remembering God's Word



“Search me, O God, and know my heart.
Try me, and know my thoughts. And see
if there be any wicked way in me, and
lead me in the way everlasting.”

Psalm 139:23-24

Memorize this week's verses. They are a prayer asking God to point out anything that is wrong in your heart.

To help you remember the verses, cut out eight hearts. Put a key word from the verses on each heart. Key words are underlined above. Use the key words to say the verses until you know them.

Putting it all together

You can have a heart that pleases God!

In class you will learn about God choosing a man whose heart was right with the Lord. 1 Samuel 16:1-13; Psalm 19; 23; 139

Keeping your heart right

If you have received a new heart from God, you will surely want to enjoy your privileges every day.

Draw a line from each verse to the phrase that summarizes it.

“Study to show thyself approved unto God...rightly dividing the word of truth.” (2 Timothy 2:15)

“If we confess our sins, He is faithful and just to forgive us.”
(1 John 1:9)

“Not forsaking the assembling of ourselves together.” (Hebrews 10:25)

“By prayer and supplication with thanksgiving let your requests be made known unto God.” (Philippians 4:6)

Praying and thanking God

Joining with believers for worship and teaching of the Bible

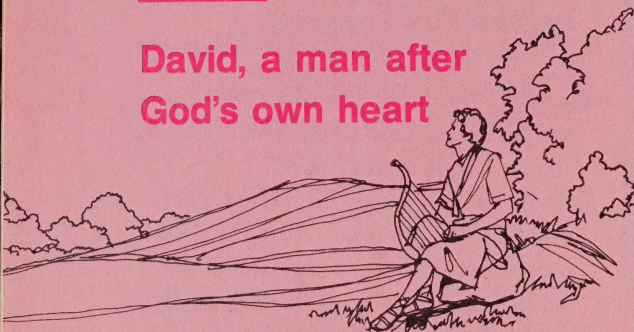
Reading and studying God's Word

Immediately confessing sin



Bible dig

David, a man after God's own heart



David's inside life

David lived what he wrote. Draw lines from the verses to the best matching summaries of David's inside life. One is done for you.

Psalm 19:1	Trusted God to supply his needs
Psalm 19:7-11	Worshiped God as Creator of heaven and earth
Psalm 23:1-3	Sure that God cared about him
Psalm 139:17-18	Wanted his inner life to please God
Psalm 139:23-24	Reverenced God's Word and obeyed it

David's outside life

Turn to 1 Samuel 16:1-13. Cross out the wrong words in brackets to complete the sentences.

1 Samuel 16:1 God told Samuel He had rejected [Saul] [Jesse] from being king. He promised there would be a king among the sons of Jesse.

16:2-5 God told Samuel to make a sacrifice and invite Jesse. When Samuel arrived at [Eliab] [Bethlehem] he told Jesse and his sons to get ready for worship.

16:6-10 God warned Samuel that He would not choose by [outward appearances] [inner strength]. The Lord [did] [did not] choose any of the sons brought to the sacrifice.

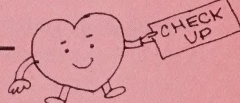
16:11-13 [Saul] [Samuel] asked Jesse if he had any other sons. Jesse said the youngest son was taking care of sheep. When he was brought, God said to [anoint] [reject] him. He would be the next king. God's Spirit came upon [David] [Jesse] and was with him from that day on.

Talk-about questions

Why was David a man after God's own heart?

Where should you start if you want to be a person after God's own heart?

Don't just sit there—do something!



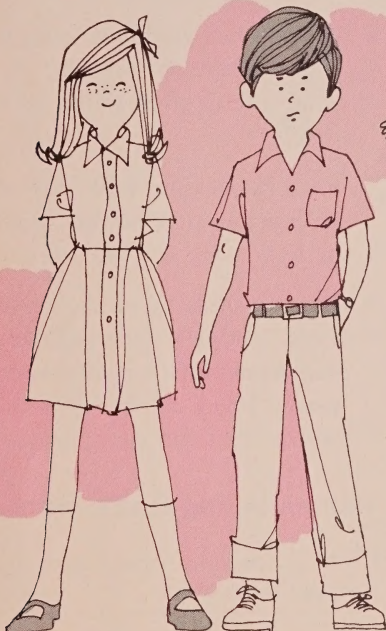
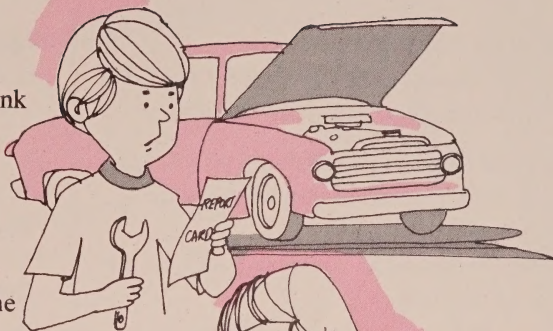
Give your heart a check-up. Check ways that you are a person after God's own heart.

-  I trust God to give me the things I need.
-  I read God's Word and listen as He speaks to me.
-  I try to obey the instructions in God's Word.
-  I want the "inside me" to be pure and pleasing to God.
-  I spend time each day praying and thanking God.

All out for God

Here are three people God can use. Think of an ability each one has. Think how each one can improve.

- Marv likes cars. He already knows quite a bit about engines. Last year he spent too much time in the garage. His grades were low.



- Sharon is the oldest and a big help to her mom. She often does the dishes and the cleaning. Sharon's two little brothers don't like her because she bosses them.

Give God all you've got

God is looking for "all-out" young people He can use in His work. If you are willing, God will start training you now for the job He has for you.

When you start a job you sometimes write out what you will do and how well you will do it. This is called a "contract."

To fill in your work-for-the-Lord contract, read the Scripture references. Complete the answers to the questions on the contract form, page 43.

- You! What is one of your abilities that God can use? In what way do you need God's help in improving?

How to begin

You can choose either to work for the Lord or to serve sin. It is your decision.

1. Read Romans 6:17. Before you belonged to God, whom did you work for or serve?

Write the answer to complete part 1 on the contract form.

2. "Neither yield ye your members as instruments of unrighteousness unto sin, but yield yourselves unto God." (Romans 6:13) ("Yielding to God" means *giving yourself to work for Him.*)

If you are now a Christian, to whom should you yield yourself?

Write the answer in part 2.

A full-time job

God wants you to be on the job for Him all the time. It's the only way to be happy.

3. "Do your work heartily, as for the Lord rather than for men." (Colossians 3:23, NASB)

How are you to do your jobs? Write the answer in part 3.

God gives benefits

God promises to help you do everything for Him.

4. "I can do all things through Christ which strengtheneth me." (Philippians 4:13)

Who will give you strength to do all God wants? Write the answer in part 4.

No quitters

God wants you to start His work and then to be faithful.

5. "Let us not get tired of doing good." (Galatians 6:9, BECK)

What are you not to do?

Doing your part

Because of Jesus, God has accepted you for work. He can help you be a good worker, but you need to do your part.

6. "Let all that you do be done in love." (1 Corinthians 16:14, NASB)

How are you to do all things for God's work?

7. Read Ecclesiastes 9:10. How are you to do your jobs? ("With your might" means *to do the very best job you can.*)
8. If you want to be on the job for the Lord, read over your contract. Do you understand what kind of a worker God wants? If you do, memorize this week's verse. Then sign your name in part 8.

Remembering God's Word



"Whatsoever thy hand findeth to do, do it with thy might."

Ecclesiastes 9:10

This week, every time you are given a job to do, say this verse quietly to yourself. And then do your best. Keep track of how many times you say the verse.

Write the number here: _____

**Contract for
the Lord's work**

1. My old employer: _____
2. My new Employer: _____
3. All of my jobs will be done _____
and for the Lord.
4. As God's workman I will receive
strength from _____ to do
things for God.
5. Because God is helping me, I will
keep on doing _____.
6. All my works for the Lord will be
done with _____.
7. Whatever I find to do, I will do it
_____.
8. Having memorized Ecclesiastes 9:10, I,

(your name)
declare I will do my best on every job
for the Lord.

Compuquiz

How free are you?

What it means to be free

Cover with paper the three clues in each box. Show yourself only one clue at a time. Only one Bible person is described in each clue box. Put the letter of the person's name in the parenthesis () before the clue which helps you choose the correct name.

SCORE: If you get it on clue 1 it is 15 points;
clue 2=10 points; clue 3=5 points.

- a. Jonathan c. Gideon e. David g. Samson
b. Deborah d. Samuel f. Joshua h. Saul

Clue box 1

- () Before all the tribes of Israel I chose to serve the Lord.
() I urged Israelites to choose.
() I led the Israelites into Canaan.

Clue box 2

- () I was called a prophetess and a judge.
() I went with Barak to battle Sisera.
() God sent a flash flood.

Clue box 3

- () My nation was hiding from Midianites.
() I tested God's call with a fleece.
() I had faith to use only 300 men.

Free within limits

Write one thing you learned about limits
God places on your freedom. (15 points each)

- From Israelites who wanted to be like ungodly people by having a human king, I learned _____.
- From King Saul who disobeyed Samuel's orders to wait for Samuel to sacrifice, I learned _____.

Free for responsibility

Draw a line from what you try to do, to a person who did it. (10 points each)

- | | |
|---|----------|
| I attempt great things for God like | Saul |
| I obey all the way NOT halfway like | David |
| I try to be a person after God's heart like | Jonathan |

God's Word on freedom

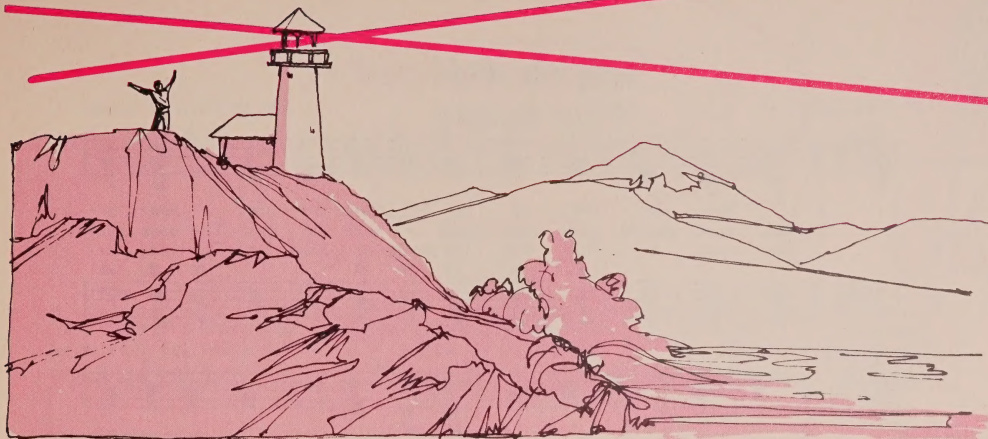
Ten points each for completing these verses.

Deuteronomy 30:19 "I have set before you Therefore choose"

2 Corinthians 12:9 "The Lord said unto me, My . . . ; for My"

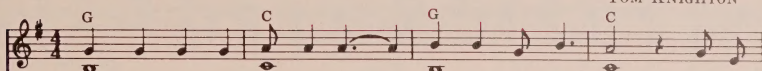
Psalms 112:1 "Blessed is the man that that delighteth"

Perfect score is 135. My score is _____.

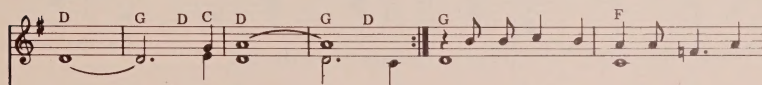
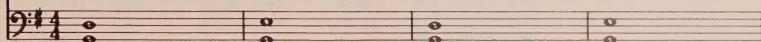


He's a Friend

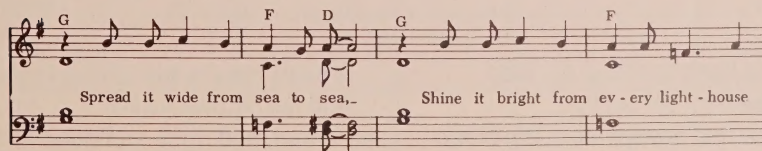
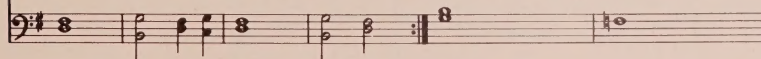
Words and Music by
TOM KNIGHTON



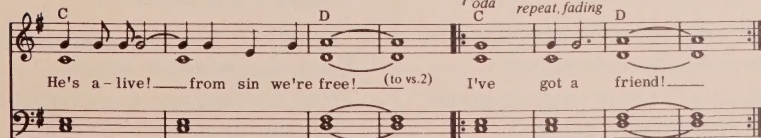
1. [There's some-one to whom I go and take my trou-bles to,
He loved me and 'cause of this, long time a - go He died] He's a
2. [Do you know that He love you, and for you He died
On - ly take Him at His word, He'll prove to you, you'll see;]



friend, my friend; Shout it out from ev-ery moun-tain,
friend, your friend; Shout it out from ev-ery moun-tain,



Spread it wide from sea to sea, Shine it bright from ev-ery light-house



He's a - live! from sin we're free! (to vs. 2) I've got a friend!



I Have Decided

UNKNOWN

ARR. BY DAVID W. HAAS

1. I have de - cid - ed to fol - low Je - sus, I have de -
2. Tho' none should join me, still I will fol - low, Tho' none should
3. The cross be - fore me, the world be - hind me, The cross be -

cid - ed to fol - low Je - sus, I have de - cid - ed to fol - low
join me, still I will fol - low, Tho' none should join me, still I will
fore me, the world be - hind me, The cross be - fore me, the world be -

Je - sus, No turn - ing back, no turn - ing back.
fol - low, No turn - ing back, no turn - ing back.
hind me, No turn - ing back, no turn - ing back.

Arr. Copyright 1960 by Bible Club Movement in "Footsteps of Faith Melodies."

O for a Heart to Praise My God

O for a heart to praise my God,
A heart from sin set free,
A heart that always feels Thy blood
So freely shed for me!

A heart resigned, submissive, meek,
My great Redeemer's throne;
Where only Christ is heard to speak,
Where Jesus reigns alone;

A heart in ev'ry thought renewed,
And full of love divine;
Perfect, and right, and pure, and good,
A copy, Lord, of Thine!

Thy nature, gracious Lord, impart;
Come quickly from above,
Write Thy new name upon my heart,
Thy new, best name of Love.

Charles Wesley

Sing to the tune of O for a Thousand Tongues.

How do you check out?

Give yourself a check each week when you complete what is on the chart

	Completed home Bible study	Learned memory verse	Brought manual to Sunday School	Learned unit memory passage
June 4 Free to choose				John 8:31-32, 34, 36
June 11 Free to try again				
June 18 Free to be strong				
June 25 Free to trust				
July 2 Free not to do				
July 9 Free to fellowship				
July 16 Why fear God?				Galatians 6:7-9
July 23 Different from the ungodly				
July 30 Authority—must I obey it?				
August 6 Attempting great things for God				1 Timothy 4:12-15
August 13 Halfway isn't enough				
August 20 After God's own heart				
August 27 All out for God				

Memory passages

Unit 1 What it means to be free

“Then said Jesus to those Jews who believed on Him, ‘If ye continue in my word, then are ye my disciples indeed. And ye shall know the truth, and the truth shall make you free.’

Jesus answered them, ‘Verily, verily, I say unto you, whosoever committeth sin is the servant of sin. If the Son therefore shall make you free, ye shall be free indeed.’ ”

(John 8:31-32, 34, 36)

Unit 2 Free within limits

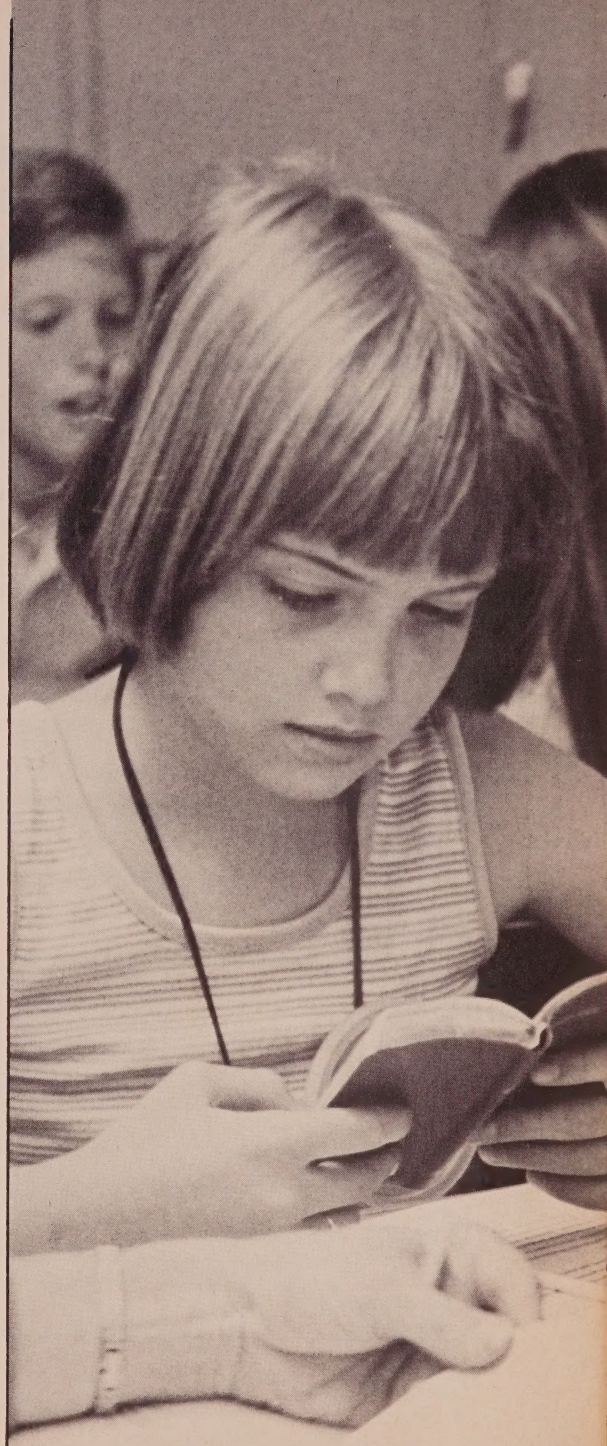
“Be not deceived; God is not mocked. For whatsoever a man soweth, that shall he also reap. For he that soweth to his flesh shall of the flesh reap corruption. But he that soweth to the Spirit shall of the Spirit reap life everlasting. And let us not be weary in well doing; for in due season we shall reap, if we faint not.”

(Galatians 6:7-9)

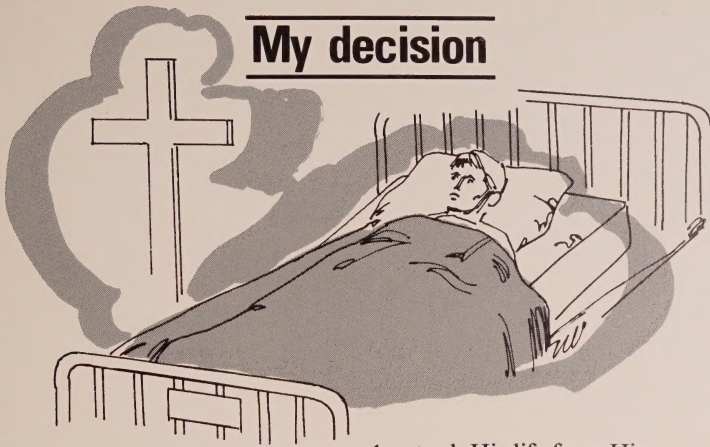
Unit 3 Free for responsibility

“Let no man despise thy youth; but be thou an example of the believers, in word, in conversation, in charity, in spirit, in faith, in purity. Till I come, give attendance to reading, to exhortation, to doctrine. Neglect not the gift that is in thee, which was given thee by prophecy, with the laying on of the hands of the presbytery. Meditate upon these things: give thyself wholly to them; that thy profiting may appear to all.”

(1 Timothy 4:12-15)



My decision



I gave it

A young French soldier was lying on a hospital cot. He was not yet 20 years old. He was pale and very quiet.

In order to save the soldier's life, the doctor had operated on him. Now his right arm was gone. The doctor had returned after some hours to see how the soldier boy was getting along.

"I am sorry," he said, "that you had to lose your arm."

The eyes of the soldier opened wide and looked calmly up into the face of the surgeon. "I didn't lose it, Doctor, I gave it."

That was a grand thing to say. He loved his country so much that he was glad to give his arm for France.

When Jesus went to the cross, He knew He was going to die. His friends thought He would be killed. They were afraid and sad. But this is what Jesus said:

"I lay down My life that I might take it again.

No man taketh it from Me,
But I lay it down of Myself."

(John 10:17-18)

Jesus gave His life for us. No one

took His life from Him—neither Pilate, nor Herod, nor the Roman soldiers, nor the crowd.

"[He] loved me and gave Himself for me." (Galatians 2:20, NIV)

But why did He give it? Why should He have died for me? What does it mean?

"There is no one righteous, not even one. . . . There is no one who does good, not even one." (Romans 3:10-12, NIV)

Just as Adam and Eve were sent from the Garden after they began sinning, so we are separated from God by sin, our sins.

"All have sinned and fall short of the glory of God." (Romans 3:23, NIV)

But Jesus gave Himself, He bore our sins so that we might be free from sin. We may now live godly lives and live to God.

How does this make you feel? Do you know that sin separates you from God? Do you believe that Jesus has carried your sins and makes it possible for you to have new life?

"Whoever hears My word and believes Him who sent Me has eternal life."

(John 5:24, NIV)

Jesus gave. Have you received His gift?



A SCRIPTURE PRESS
JUNIOR PUBLICATION

CANAAN IN THE DAYS OF JOSHUA AND SAMUEL



SEPTEMBER / OCTOBER / NOVEMBER 1978

juniors now



GOD'S POWER FOR GOD'S PEOPLE

1

Worried about not being wanted?



Eric sat on the step tossing stones into a puddle. "Those guys sure aren't very nice," he said to himself.

He had closed his eyes and counted, waiting for the boys to hide. When he tried to find them, they had all gone. He waited, hoping someone would come back. No one came. Right now they were probably laughing at how easily they got rid of him.

Eric thought of a saying he knew,

Nobody loves me;

Everybody hates me;

I'm going out to eat worms.

But he didn't feel any happier.

Have you ever had the "I'm-going-out-to-eat-worms" feeling? How about when...

- you weren't invited to a party?
- captains chose up teams and you were left until last?

There's a word that describes this feeling. The word is "rejected." It means *being put aside as useless*.

Everybody feels rejected sometimes. What does God want you to do when you worry about not being wanted?

Feeling not wanted? You've got company!

The Lord knows how it feels to be rejected.

People rejected God. People rejected God the Son, Jesus, too.

People who loved God were rejected. Some are still rejected. So you are not alone if you feel rejected.

If you need help with your Bible study, ask your parents to work with you, or telephone your teacher or a classmate.

When God was not wanted

Read how people rejected God Himself.

“When they knew God, they glorified Him not as God, neither were thankful.”

(Romans 1:21)

“They did not like to retain God in their knowledge.” (Romans 1:28)

Write the number of the verse in front of the statement which best explains it.

- ___ Some people did not even think about God.
- ___ They were not thankful and did not bring glory to God.

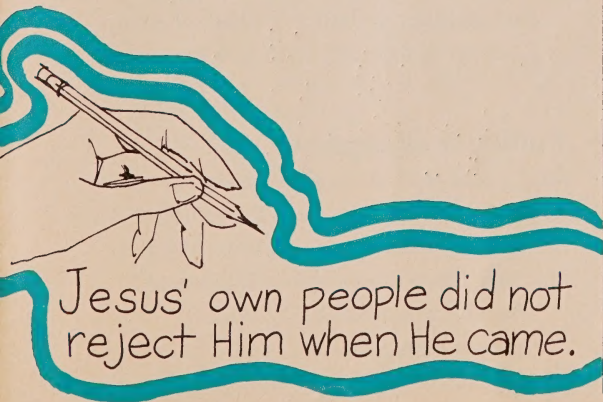
When Jesus was not wanted

Even though people rejected God, He still loved them. He sent His only Son to save them from their sins.

Now read how people treated Jesus.

“He was in the world, and the world was made by Him, and the world knew Him not. He came unto His own and His own received Him not.” (John 1:10-11)

Do something to the following sentence to make it correct.



When David was not wanted

Probably you have heard stories over and over again about David. Circle each sketch that shows what you already know about him.



One day God chose David to be king of Israel. Not everyone accepted David as king. He soon learned what it is like to be rejected.

Turn to Psalm 41:7. Check what people did to show that they did not want David.

- ___ They poisoned his food.
- ___ They whispered things against him.
- ___ They burned down his house.
- ___ They planned ways to hurt him.

Help for when you feel rejected

God's Word gives you something to hang onto when you are worried that no one wants you.

Following are some verses from Psalm 27.

Choose one of them. Shade over it in a favorite color. Spend a few minutes thinking about the kind of help God will give you. Let God's Word help you the next time you worry about not being wanted.

Psalm 27:1, BECK "The Lord gives me light and saves me—of whom should I be afraid? The Lord is a fortress where my life is safe—whom should I fear?"

27:10, BECK "If my father and my mother forsake me, the Lord will take care of me."

27:14, BECK "Wait for the Lord to help you. Be strong and full of courage. Yes, wait for the Lord."

Remembering God's Word



"If God be for us, who can be against us? . . . Nay, in all these things we are more than conquerors through Him that loved us."

Romans 8:31, 37

If God is on our side, then what does it matter who is against us? We are always winners through Christ who loves us. So why worry about not being wanted? God is for us—*He* wants us. You may ask a family member to help you memorize the verses. Copy each of the phrases below onto separate paper strips.

If God be for us,

who can be against us?

Nay, in all these things

we are more than conquerors

through Him that loved us.

Scramble the phrases so they are in the wrong order. Now arrange the phrases in the correct order. Say the words of each phrase out loud as you line them up. Keep doing this until you know the verses.

Putting it all together

God wants you to trust His promises when you worry about not being wanted.

He knows what it is like to be rejected. In class you will hear how David acted when he was rejected by Saul.

1 Samuel 18:5—19:18



Bible dig

King Saul rejects David



Why Saul rejected David

Put a check before the correct answer to each question.

1 Samuel 15:26 Who rejected King Saul?

- ☐ David ☐ God

What did King Saul reject before he rejected David?

- ☐ God's instructions
☐ Samuel's advice

15:28 Now that Saul was rejected as king, who was to take over?

- ☐ Prince Jonathan
☐ A neighbor (countryman)

18:6-7 What were the words of the song of the women after David killed Goliath?

- ☐ Praise the Lord for David!
☐ Saul has slain his thousands and David his ten thousands!

18:8-9 How did Saul feel?

- ☐ Pleased with David
☐ Angry and displeased

What did Saul figure David would now want?

- ☐ A lot of money
☐ The entire kingdom

How David behaved

18:5 How did the people treat David?

- ☐ They rejected him.
☐ They accepted him and liked him.

18:14 Who was on David's side?

- ☐ David's wife ☐ God

Talk-about questions

What was Saul's big problem, the one which caused him to reject David?

Even though Saul rejected David, how was David successful? Why was he successful?

When you worry about not being wanted, what should you do?

Don't just sit there—do something!



Check times when you feel unwanted:

- ☐ When someone else is favored.
☐ When you don't do well.
☐ When your parents quarrel.
☐ When you aren't chosen, invited, or given a turn.

Write what you learned from God's Word which will help you when you feel unwanted.

Worried about friends?

Who needs a friend? You do, of course!

Friendships are one way God helps you when you really feel down. God uses people to help people. A friend is for more than fun. A friend is for helping. As you grow older, friends become more important to you.

When is a friend a friend?

How can you tell who will make a good friend? The Lord has given some tests of good friends. Study them in His Word this week.

Who will not make good friends?

In the following verses the Lord tells you who will not make good friends.

Circle four (4) words or phrases that tell the kinds of people God says to stay away from.

“People will be lovers of themselves, lovers of money, boastful, proud, abusive, disobedient to their parents, ungrateful, unholy, without love, unforgiving, slanderous, without self-control, brutal, not lovers of the good, treacherous, rash, conceited, lovers of pleasure rather than lovers of God—having a form of godliness but denying its power. Have nothing to do with them.”

(2 Timothy 3:2-5, NIV)



With a friend like this, who needs an enemy?

When David became king, he found that some people turned out to be poor friends. He wrote about this experience in a psalm.

Read Psalm 55:12-14. Check the true statement about the person who turned against David.

____ The man was David's companion. They often talked. They went to God's house together.

____ When David was in prison, his friend left him.

Now this is a true friend!

Can you trust anyone not to disappoint you?

A person shows that he is your friend if he does not let you down when you are in need.

Jesus said that the biggest test of a friendship is being willing to die for a friend.

"When we were yet without strength, in due time Christ died for the ungodly....

But God commendeth His love toward us, in that while we were yet sinners, Christ died for us." (Romans 5:6, 8)

Complete this sentence.

Jesus proved He is your true friend by _____.

When you don't have a friend on earth!

Underline in the verse below what Jesus said about His friendship with those who belong to Him.

Jesus said, "I will never leave thee nor forsake thee." (Hebrews 13:5)

Remembering God's Word



"A friend loveth at all times, and a brother is born for adversity."

Proverbs 17:17

The verse might be said this way today:

"A friend loveth at all times, and a friend lives to help you with trouble."

"A friend loveth at all times, and a brother is born for adversity." (Proverbs 17:17)

Black out with pencil or crayon all the words outside the boxes above. Leave just the words in the boxes. Use these as clues to say the verse many times.

Putting it all together

The Lord gives you friends to help encourage you. Even if all your friends turn away, the Lord will be with you still.

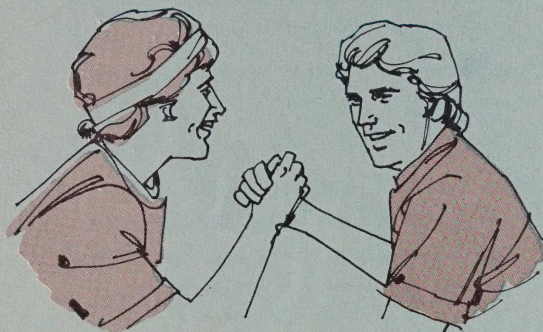
In class you will learn about two young men who became close friends and how they showed that friendship.

1 Samuel 18:1-4; 19:1-7; 20; 23:16-18



Bible dig

David's friend helps him



Saul and his son Jonathan both seemed to be David's friends. Saul's friendship proved false. How true was Jonathan's friendship?

Circle the correct word or words in brackets.

A best friend

1 Samuel 18:1,3 Jonathan loved David [more than he loved God] [as much as he loved himself].

18:4 Jonathan gave David his [horse and jewels] [his sword, bow, robe, and belt].

A loyal friend

20:22 Jonathan was to find out if King Saul was angry with David. If Jonathan shot arrows beyond David, it would mean [the Lord] [Saul] was sending David away.

20:30 Jonathan made an excuse for David's absence at the banquet. Saul was [angry] [pleased] with Jonathan.

20:31 Saul said as long as David lived, Jonathan [would] [would not] become king.

20:33 Jonathan knew his father planned to kill David. Saul [had said to] [tried to] spear Jonathan].

A lasting friend

20:13-15 Jonathan and David made an agreement. David would always be kind to [Jonathan] [Jonathan and his family].

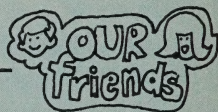
23:16-18 Later, David was hiding in the woods. Jonathan risked his life to see David. He assured David that he would be [king] [next to the king].

Talk-about questions

How did God help David through such a friend as Jonathan?

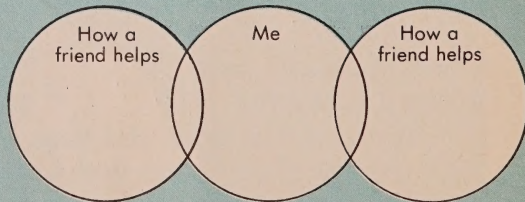
How is God using your friends to help you?

Don't just sit there—do something!



Hearing about great friends like David and Jonathan helps us realize how God can use our friends.

Think of your friends. Choose one who helps you. In the circles linked to you write how a friend helps.



Decide what you will do if you don't have a best friend.

SEPTEMBER 17



Worried about conflicts



Is there someone who is mean to you or hurts you? Does someone cross you? Argue with you? Oppose you? Is someone out to get you.

If someone is against you, how does it make you feel? Crummy? Sure. Kind of mad, too. You would like to hurt right back. You would like to win out.

Conflicts can happen anywhere—even at home, like this one:

SALLY: Leave the TV station alone! I'm watching the underwater special. My teacher says we have to report on it.

TOM (*click, click*): Who wants to watch creepy fish? I'm missing "Journey to Lost Planet."

SALLY (*click, click*): I said to leave the station alone.

TOM (*click, click*): Get lost. Hey, stop pushing!

SALLY: Keep your paws off my notes. Now look what you've done. You've torn them! *Mother!*

• • •

So Sally and Tom are having a conflict. Now you take it from there. If Mother punishes Tom, what may he do to get even with Sally?

He could hide her roller skates so she can't go with her friends tomorrow. He could rip a few pages out of her favorite book. He could...

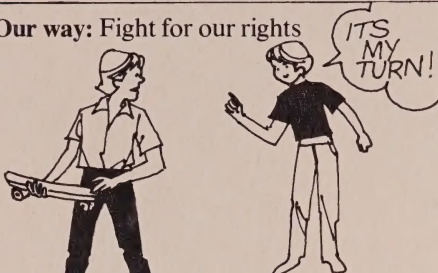
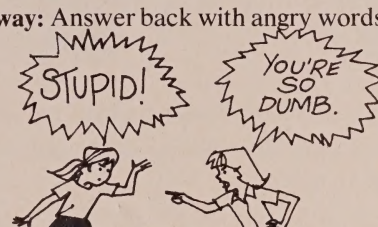
If Tom does one of these, what may Sally do to get back at Tom?

God's solution to conflicts

What does God want you to do when you are caught up in a conflict? It's natural to want to fight back and win out. But is what we feel like doing what God wants us to do?

Our way or God's way?

Look at the juniors below. The pictures show our way of handling conflicts. Read the Bible verses that tell about God's way of handling conflicts. Circle T if the statement is true. Circle F if the statement is false.

Our way: Fight for our rights 	God's way: Read Romans 12:18. T F God's way is to live in peace with your special friends. T F God's way is to live in peace with all people. T F God understands that there are some people you will never get along with.
Our way: Answer back with angry words 	God's way: Read Psalm 141:3. T F The psalmist wrote that God can help guard my lips. T F God's way is to yell back at others. T F God's way is to keep quiet even when someone is saying something mean to you.
Our way: Get even when someone is mean 	God's way: Read Luke 6:27-28. T F God's way is to hate your enemies and get even with them. T F God's way is to do good to those who hate you. T F God's way is to pray for those who are mean to you.

Remembering God's Word



"See that none render evil for evil unto any man, but ever follow that which is good." **1 Thessalonians 5:15**

Say the verse every morning and evening to help you remember what God wants you to do. See if you obeyed God that day.

Putting it all together

God's way of handling conflicts is different from ours. He says to pay back meanness with kindness.

In class you will hear what happened when David had a chance to get even with King Saul. **1 Samuel 21—26**



Bible dig

David solves conflict with Saul

Discover how the Lord protected David in his conflict with King Saul. Look up the Scriptures. Write in the missing words.

I'll get you, David!

Place: Keilah 1 Samuel 23:7, 10-13

We've got him!
He's holed up in

a _____.
Saul

Lord, will Saul
come after me?

(Lord: He _____.)
David

Place: Ziph 23:19-20, 26-27

King Saul, we
know where
David is. Come
get him. We'll
catch him for you.

Ziphites

We've got
him surrounded.
Close in.

Saul

King Saul,
hurry home.
The

_____ have invaded.
Messenger

A chance to get even

Place: Engedi 24:10

Look, Saul, you see how the Lord

_____.

Some of my men wanted me to _____

you. I _____ you. I will not harm you

because you are _____

David

It's God's business

Place: Hachilah 26:8-10

Your enemy is
in your power.
Let me kill him
with this

David's man

No, don't do it.
The Lord may

him. Or the day will

come when he _____

_____, perhaps in

David

Talk-about Questions

Why didn't David kill Saul when he had those two chances?

What was David trying to prove to Saul by returning good for evil?

How did returning good for evil help David?

What is God's way for us to handle conflicts?

Don't just sit there—do something!



Pretend you are all on a panel of problem-solvers. Tell these juniors what to do in their conflicts with opponents. Use God's Word to give your advice.

I get stomped on at home. My brothers and sisters take my stuff. My father teases me. My mother thinks I'm a loser. I yell and cry a lot.

Feeling blue

There's this kid in school. She doesn't like me. She copied my paper. Then she told the teacher I had copied hers. I got sent to the principal. I also got a zero. How can I get even?

Fuming



Worried about what to do?

Got a problem? Don't know what to do? Need advice on a decision? Wonder how to get it?

Here are some difficulties juniors say they have. Check any which is like one you have.

- () There's this older kid that gets me after school and picks on me. What should I do?
- () My parents quarrel a lot. I worry they will separate or divorce. Where can I get help?
- () What can I do so I will really pray and read my Bible every day?
- () I'm afraid of things like fierce dogs and snakes and the dark and being alone.
- () I have trouble with school work. I really don't know what to do about it.
- () My brothers and sisters are a big pain in the neck. How can I put up with them?

Add your special need for advice here:

Where to go for help

It's impossible to just snap your fingers and solve your problems. But there is an answer for every problem. Learn from God's Word what to do.

There really is an answer

Sometimes you feel things are hopeless.

But God's Word has many promises.

The promise below helps you know that there really are answers to your problems.

"He shall call upon Me, and I will answer him. I will be with him in trouble. I will deliver him and honor him."

(Psalm 91:15)

Check the statement which best explains the verse.

- God will answer those who first try to solve their problems themselves.
- God will answer you when you call on Him. When there is trouble He will be with you and help you.



Who's got the answer?

"Your Father knoweth what things ye have need of, before ye ask Him."
(Matthew 6:8)

In your own words write something you learn about God in the verses above.

Who hasn't got the answer?

The Lord tells us plainly who has the answer to our problems and questions. He also tells us just as plainly who *hasn't* got the answers.

Read Deuteronomy 18:10-14. Some people think they can get help from spirits.

Check what God says you may *not* use.

- () "Divination" (black magic)
- () "Charmer" (snake charmer, hypnosis)
- () "Wizard" (one with power from evil spirits)

How do I get the answer?

"I will instruct thee and teach thee in the way which thou shalt go. I will guide thee." (Psalm 32:8)

Circle T before each true statement. Circle F before each false statement.

- T F The Lord is quite willing to help you make decisions.
- T F Only if you are really desperate will God give you guidance.
- T F God will guide you when you need to know what to do. Ask Him.

Should I do ?

Remembering God's Word



"Commit thy way unto the Lord. Trust also in Him, and He shall bring it to pass."

Psalm 37:5

Today's memory verse has the key to receiving the Lord's answer to what to do. Our part is to "commit"—*put everything in the Lord's hands*, and to "trust"—*depend on the Lord for help*.

The Lord's part is to "bring it to pass"—*work things out for us*.

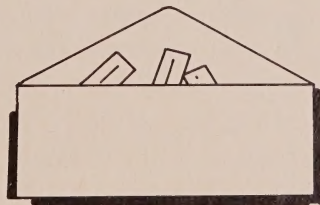
Cut three strips of paper. Write one of these phrases on each strip:

"Commit thy way unto the Lord."

"Trust also in Him,"

"and He shall bring it to pass."

Now place the folded strips into an envelope. Draw one strip from the envelope and use that phrase to help you say the verse. Put that phrase back and draw another one. Keep doing this until you can say the verse from memory.



Putting it all together

This week when you are faced with a problem, ask the Lord for help. He has the answer.

In class you will hear how David and Saul tried to get answers to what to do.

SEPTEMBER 24



Bible dig



David and Saul seek answers

David had to know how to keep out of Saul's way and what to do in an emergency. Saul was worried about what to do to win in a new war with the Philistines.

Read each Bible verse. Write in the missing words to complete the dialogue.

Saul tries a wrong way

SAMUEL (1 Samuel 28:15): Why have you _____?

SAUL (28:15): I am very upset. The Philistines are making war and _____ has left me. He doesn't answer me by prophets or dreams. What should I do?

SAMUEL (28:19): You and _____ will be defeated by the Philistines.

David tries a right way

(Before the raid)

DAVID (30:8): Lord, shall I go after this Amalekite army? Will I _____ them?

LORD (30:8): Yes, go after them. You will catch them and _____ everything they took from you.

(After the raid)

DAVID'S MEN (30:21-22): These 200 men stayed at Bezor Brook. They didn't fight. We won't give them any _____.

DAVID (30:23-24): Don't act that way. The Lord gave us the victory. Those who fight and those who stay with the gear shall _____.

Talk-about questions

How did David decide to get away from Saul?

Where did David go for his answer of how to get the families back?

Why didn't the Lord answer Saul for his question about the Philistines?

Why was it wrong for Saul to go to the prophet Samuel for advice?

Don't just sit there—do something!



Remember the Lord's instructions in Psalm 37:5. He told you what to do when you have a problem. Will you follow the instructions? If so, write your most worrisome question into the prayer below.

Dear Lord, I now depend on You for the support and guidance I need for:

I believe that You will "bring it to pass" by working things out for me. Please show me what to do. In Jesus' name. Amen.

What's the right thing to do?



Good question.
Easy answer, right?



Wrong. Just when you think you're doing the right thing, somebody disagrees with you. Or the project gets all messed up and you wonder "this can't possibly be the right way." Or somebody says, "try this." "Do it this way instead." "But that can't be right," you say and wonder.



People act as if the right was dull, hard, boring, and unhappy. Hardly.



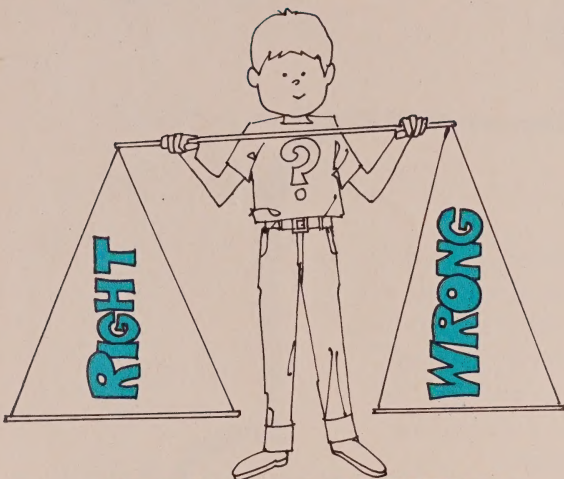
The RIGHT way, God's way, is full of life, adventure, growing, and joy. This month's Bible studies can be life and adventure for you. You can discover what right really is by going God's way, by following His instructions and experiencing His power to help you do right.

What's the right thing to do?
Good question. And there are answers.



THE RIGHT WAY...

There's a right way to do it



WEIGH IT CAREFULLY

Do you like to be right and do right? Most people do. But sometimes it is hard to know what is right. Or sometimes we want what is right, but use a wrong way to get it.

How about this? It is right to have a good grade in school. But there is both a right way and a wrong way to get it.

Words on right

What does it mean to be right anyway?

Beside each word below write the word which means the opposite. The words you write will tell what right means.

bad _____

dishonest _____

incorrect _____

A Bible word for right

Read 1 John 3:7 from the King James

Version. From the verse write two Bible words that mean *right*. Then read the verse and say the word *right* in place of the Bible words.

Remembering God's Word



"The ways of the Lord are right, and the just shall walk in them."

Hosea 14:9

Sometimes it seems you can get what you want by doing wrong, or have more fun by doing wrong. Memorize the verse to help you remember to do right when you feel like doing wrong.

Get a pencil, paper, eraser. Print out the verse. Read it three times. Then erase any two of the words in the verse. Read the verse out loud, saying the missing words. Erase two more words. Try to say the verse now. Finally, put the erased words back in and read it again.

Putting it all together

Sometimes it is hard to do right. But the ways of the Lord are right. As God's child you should live by His right ways.

In class you will learn whether David used right or wrong ways to get something right that God had for him.

2 Samuel 1:17—4:12

HOW CAN I BE ... **RIGHT?**



How can I be right?

Read a junior's questions about right in the first column. Find the Lord's answer in the Bible verses in the second column. Draw a line to match the question with God's answer about doing right.

My questions about right

I often get blamed. You'd think I never did right. Sometimes I'm not sure what is right. Is anyone completely right in everything?

But how do I learn from the Lord what is right? I can't sit and talk to Him and hear His voice.

My friend said that people who try to do right aren't saved by their good works. Is this true?

If God doesn't give me credit for trying to do right, how can I ever be righteous?

You mean that if I receive Jesus as Saviour, I will want to do right because God's righteousness is in me?

God's answers about right

"Put on the new self, created to be like God in true righteousness and holiness."
(Ephesians 4:24, NIV)

"It is by grace you have been saved, through faith—and this is not from yourselves, it is the gift of God—not by works, so that no one can boast." (Ephesians 2:8-9, NIV)

"God made Him who had no sin to be sin for us, so that in Him we might become the righteousness of God." (2 Corinthians 5:21, NIV)

"The righteous Lord loveth righteousness."
(Psalm 11:7)

The Bible "is a lamp unto my feet and a light unto my path." (Psalm 119:105)



Bible dig

David uses right means to become king

Turn to 2 Samuel 1—4. Read the verses before the statements below. Decide if the action taken was right or wrong. Then check in the column either under right or wrong action. Tell why the action was wrong.

right
action

wrong
action

- | | | |
|-------|-------|---|
| _____ | _____ | 2 Samuel 1:17, 23 David praised Saul and Jonathan. He was sorry they died. |
| _____ | _____ | 2:8-10 General Abner crowned Saul's son Ishbosheth king over Israel. |
| _____ | _____ | 3:1 There was a long war between followers of Saul's household and those of David's household. |
| _____ | _____ | 3:20-21 When Abner came to make peace, David received him at a banquet and agreed to a treaty. |
| _____ | _____ | 3:26-27 General Joab tricked Abner and killed him for revenge. |
| _____ | _____ | 3:32 David was very sorry that Abner was dead. |
| _____ | _____ | 3:37 The people understood that David did not order Abner killed. |

- | | | |
|-------|-------|---|
| _____ | _____ | 4:5-6 Two men killed Ishbosheth to gain King David's favor. |
| _____ | _____ | 4:11-12 David ordered those who did the crime against Ishbosheth to be killed. |

Talk-about questions

What ways could David have tried to become king of all Israel?

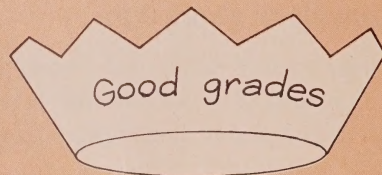
How did David finally become king of Israel?

Why should we do right when we can get what we want faster and easier by doing wrong?

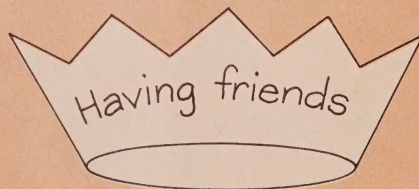


Don't just sit there—do something!

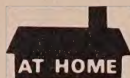
You have choices to make about meeting goals, too. Decide a right way to reach each of the two right goals below.



Right way to reach the goal: _____



Right way to reach the goal: _____



How do I know what's right?

Most of the time we know right from wrong and choose to do right. But suppose we are not sure. Or suppose there are two ways to go and neither one is wrong. Which does the Lord want us to choose? What is His will?

How about this situation? Read the letter written to "Mr. Right," a counselor.

Dear Mr. Right,
 My aunt invited me to go to Mexico. My parents and teachers say OK. Only I have to make up the four weeks of work I miss. I will also have to drop out of sports. And I will have to give up as class president. I don't know whether to go or not.
 To go or not to go

We know we should commit our questions to the Lord. We learned that in Psalm 37:5. But how does the Lord give us the answer?



You tell me, Lord

We would like for the Lord to speak to us and give us clear directions. He does, but He doesn't speak to us in normal conversation.

Look at the *right grams* in the assignments. Each tells one way the Lord lets us know what is right for us. Of course, He may use more than one way to settle a matter.

Read each Scripture verse. Then put a check in front of the statement which explains how God tells you what is right to do.

RIGHT GRAM

"Thou wilt keep him in perfect peace, whose mind is stayed on Thee, because he trusteth in Thee."
 (Isaiah 26:3)

_____ As we trust the Lord He gives us a comfortable feeling (peace) in our hearts if we are doing the right thing.

_____ There is no way to know for *sure* what is right to do.

RIGHT GRAM

“Don’t worry about anything, but in everything go to God, and pray to let Him know what you want, and give thanks.” (Philippians 4:6, BECK)

- God will drop a message from heaven telling me what to do.
- To find out what you need to know, ask God. As you pray thank Him that He is going to answer.

RIGHT GRAM

Read Hebrews 12:5-6. If you find the word “chastening” it means *correction or discipline*.

- If I step out of God’s plans for me, He will lovingly correct or discipline me to get me back on His right way.
- When I don’t do right God becomes angry. He corrects me by sending bad happenings to me.

RIGHT GRAM

“All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that the man of God may be thoroughly equipped for every good work.” (2 Timothy 3:16-17, NIV)

- The Bible is a good book, but it mostly teaches about life long ago. I need help for right now in 1978.
- I read the Bible to learn what God says are right actions for living.

RIGHT GRAM

“Hear counsel and receive instruction, that thou mayest be wise in thy latter end.” (Proverbs 19:20)

- It is smart to ask advice from other Christians.
- Getting opinions from others only makes me more confused about what to do.

Remembering God’s Word



“Teach me to do Thy will; for Thou art my God. . . . Lead me into the land of uprightness.”

Psalm 143:10

This is a prayer of King David. He wanted to live in the “land of uprightness.” That is a poetic way of saying he wanted to do right.

To help you learn the verse, write it on four strips of paper. Put these signs where you will see them often. When you see the signs say the verse as a prayer to God.

Putting it all together

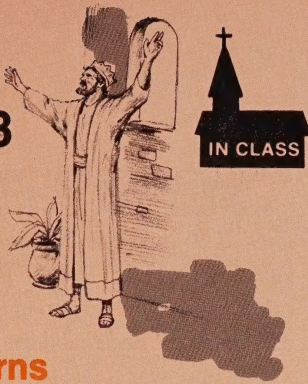
There you have them! God’s ways of teaching you what is right—He will give you a comfortable feeling about it; ask Him what you want to know; He will discipline you when you get out of line; His Word will help you know how to live rightly; and He wants you to ask others for advice.

In class you will study how King David learned the right thing to do. **2 Samuel 5—7;**

1 Chronicles 13; 15:1-3, 13; 17

OCTOBER 8

Bible dig



David learns God's right ways

After David became king he had to decide what God wanted him to do. Study how he learned right ways. Circle the correct statements.

Shall I fight the Philistines?

2 Samuel 5:17-20

- DAVID: ● Lord, I have decided to fight.
● Lord, shall I fight the Philistines?
- LORD: ● Go ahead. I'll give them to you.
● Don't go. I won't give them to you.

5:22-25

- DAVID: ● I'll fight the Philistines as before.
● Lord, shall I fight the Philistines?
- LORD: ● Yes, go meet them in battle.
● No, go behind them in the trees.

How shall I move the ark?

1 Chronicles 13:1-4

- The people liked the idea of moving the ark.
- The people told David not to move the ark.

13:9-11

- Uzzah angered the Lord by letting the ark fall.
- Uzzah angered the Lord by putting his hand on the ark to hold it.

15:1-3, 13

- David learned the ark should not be moved.
- David learned Levites should carry the ark.

Shall I build a temple?

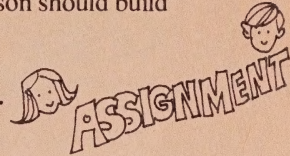
1 Chronicles 17:1-2

- David decided to build a temple for the ark instead of keeping it in a tent.
- The prophet Nathan did not approve.

17:3-4, 11-12

- The Lord approved the temple plans.
- The Lord said David's son should build the temple.

Don't just sit there— do something!



Your teacher will pair you up with a partner to do this assignment.

Look back to the letter to Mr. Right on page 19. You and your partner write a letter from Mr. Right. Tell how to find what the Lord wants. Use some of the ways you studied for finding out what is right.

Dear _____,

In our Saviour's name,
Mr. Right

Correcting a wrong



Jim Marshall had made two good plays for the Minnesota Vikings. Now the San Francisco 49ers had the ball. The quarterback threw a long pass. The receiver fumbled the ball. Jim Marshall was there and he pounced on it. Then as fast as lightning he streaked for the goal line.

No one tried to outrun him. Viking fans and team members yelled for Jim to turn around.

But Jim was too busy running. He never looked back. Then he was over the goal line—a 60 yard run. A player trotted up to shake Jim's hand. But the player was on the other team. Jim had run in the wrong direction! He had made the BIG mistake.

The play was a safety which gave two points to the 49ers. People still remember Jim's big mistake even though it happened October 25, 1964.

Wrong way consequences

In your life things happen like they happened in that game. There are right goals and wrong goals. Sometimes you head the wrong way. You don't pay attention to warnings meant to correct you. You get where you are going, but it's wrong. And there are consequences.

Let's play a game with right or wrong answers in your Bible study. Complete the assignments. One half of your class will play on one team and one half on the other. Each team will score its plays to see who wins.

In the assignments put a check before the correct ending to each sentence.

Consequences are a sure thing

"Anyone who does wrong will be repaid for his wrong, and there is no favoritism."
(Colossians 3:25, NIV)

Anyone who does wrong will

- _____ get away with it if God favors him.
- _____ be paid back properly.

(Correct answer—score 3 points for a field goal.)

But I didn't know I was wrong!

"That servant who knows his master's will and does not get ready or does not do what his master wants will be beaten with many blows. But the one who does not know and does things deserving of punishment will be beaten with few blows." (Luke 12:47-48, NIV)

The one who knows what is right and doesn't do it receives

- _____ much punishment.
- _____ light punishment.

The one who really doesn't know what is right and does wrong receives

- _____ much punishment.
- _____ light punishment.

(If you get both right, score 2 points for a safety.)

I stand corrected

To "stand corrected" means that *you accept punishment*. When you do wrong, God corrects or punishes you.

Read Hebrews 12:5-6, 10. If you find the word "chastening" it means *correction* or *discipline*.

verse 6 The Lord corrects those He

- _____ is angry with.
- _____ loves.

verse 10 God corrects us for our own good, that we may

- _____ never do wrong again.
- _____ share His holiness.

(If you get both right, score a touchdown for 6 points.)

Where to now?

The Lord has shown you your wrongdoing and corrected you. Now what is your part?

Read Psalm 32:5, 10-11.

verse 5 I should

- _____ admit and confess my sin.
- _____ try to do better next time.

verse 10 As I trust the Lord

- _____ He will show me His mercy.
- _____ all my problems will disappear.

(If you get all of these correct, score a touchdown for 6 points.)

Remembering God's Word

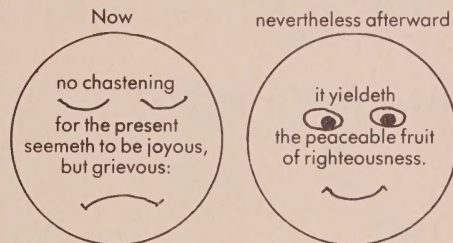


"Now no chastening for the present seemeth to be joyous, but grievous: nevertheless afterward it yieldeth the peaceable fruit of righteousness."

Hebrews 12:11

It hurts to be corrected. But afterwards you find it makes you a better Christian.

Divide the verse into a sad and a happy part.



Putting it all together

Think about how God's correction is good for you as His child.

You will learn how David went the wrong way and had to be corrected. **2 Samuel**

11:1—12:25

OCTOBER 15



Bible dig

David is corrected for wrongdoing



David couldn't hide from God when he did wrong. Find how God corrected him in 2 Samuel 11:1—12:25.

Circle **T** before each true statement.
Circle **F** before each false statement.

That's the wrong way, David

- T F** 2 Samuel 11:14 David gave Uriah a letter to deliver to Joab.
- T F** 11:15 The letter said to put Uriah in the front lines where the battle was hottest.
- T F** 11:15 David wanted Uriah injured, but not dead.
- T F** 11:16 Joab didn't follow David's order.
- T F** 11:17 Among those who died was Uriah.

Now hear this, David

- T F** 12:1-4 Nathan told how a rich man with large flocks took a poor man's pet lamb.
- T F** 12:7 Nathan said David was like the poor man.
- T F** 12:7-8 The Lord gave David everything he needed and would have given him more.
- T F** 12:9 The Lord held David responsible for Uriah's death.

Talk-about questions

Why did God hold David responsible for Uriah's death?

Why was David's sin so bad?

If God forgave David (and He did), then why the consequences?

How does God deal with a Christian who does wrong?

Don't just sit there—do something!

Write

Write on the large wrong-way arrow a wrong you have done. Above the arrow write a way God corrected you—warning of parents, teachers or friends, God's Word, your conscience, or even some punishment.

Even if you were sorry for the wrong, were there results from that sin? What were they?

Are false impressions wrong?

It's hard to trick a lie-detector. When a person tells the truth he is relaxed. When he tells something false he becomes excited inside. The excitement changes his breathing and blood pressure. These changes are drawn on paper. They give a chart of the person's reactions.

A lie-detector can show up a lie. But we also need a truth-detector. God has given us one in His Word. The Bible is like a measuring rod. It gives the standard, or rule, for what is right.

To tell the truth

Run a truth-detector test by using God's Word as the detector.

Read the question of the detective and the answer of the accused person. Test the answer of the accused against the rule of God's truth.

DETECTIVE: Suppose you want to get ahead. Is it all right to make the other person look worse than you?

ACCUSED: Sure, Everyone makes himself look good by putting down the other person.

GOD'S TRUTH: "In humility consider others better than yourselves." (Philippians 2:3, NIV)

Circle the correct words in brackets.

God says we should think of others as

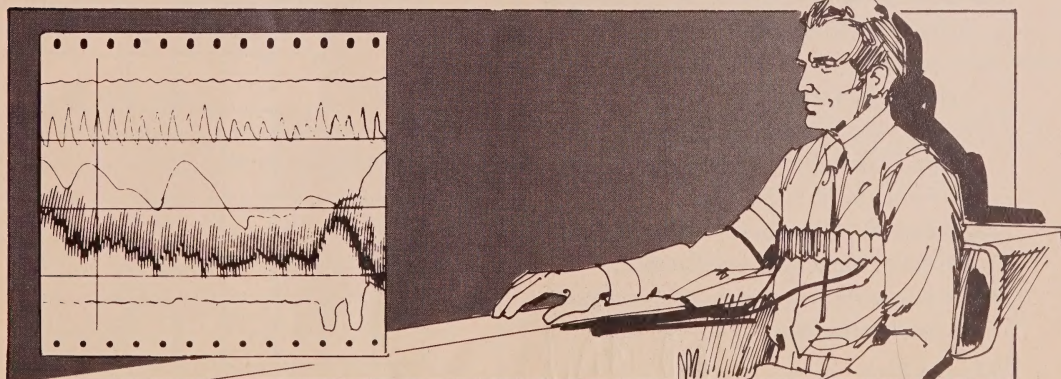
[better than] [good as] ourselves. It is never right to put down another person.

DETECTIVE: What about stretching the truth to make yourself look better than you are?

ACCUSED: That's just being smart.

GOD'S TRUTH: Color all the boxes with B, C, D in them. The boxes that are not colored will tell how the Lord wants you to treat others. Read Ephesians 4:25 to check yourself.

B	A	S	P	E	A	K	B	C	D	B	D
D	T	R	U	T	H	F	U	L	L	B	C
T	O	D	A	L	L	B	C	P	E	O	P





DETECTIVE: Do you think the way you act meets God's rule of honesty?

ACCUSED: Can a person really know how honest God is?

GOD'S TRUTH: "God is not a man who lies." (Numbers 23:19, BECK)

"A God of truth and without iniquity, just and right is He." (Deuteronomy 32:4)

Circle words which tell what God is.

truthful

liar

just

right

DETECTIVE: Do you think God will just overlook your falseness?

ACCUSED: Why not if the lie helps me?

GOD'S TRUTH: In Jeremiah 9 we learn that the people did not care about truth. The Lord knew about their falseness. He knows about our falseness, too. He will punish it.

DETECTIVE: You seem to think it is all right to bend the truth. Why?

ACCUSED: My father thinks like that. I guess I picked it up from him.

GOD'S TRUTH: It is not just because you follow your father's example. The Bible says your heart is deceitful.

Read John 8:44. You follow the desires of the devil. There is no truth in him.

Write one word to complete this sentence describing the devil.

The devil is a

BAD MAN

Remembering God's Word



"Behold, Thou desirest truth in the inward parts; and in the hidden part Thou shalt make me to know wisdom." Psalm 51:6

David wrote these words after Nathan told him of his deceit about Bath-sheba and Uriah. David prayed that God would make him clean from his sin.

Complete the puzzle using the key words of Psalm 51:6. For each word say the whole verse.

A words go across. D words go down.

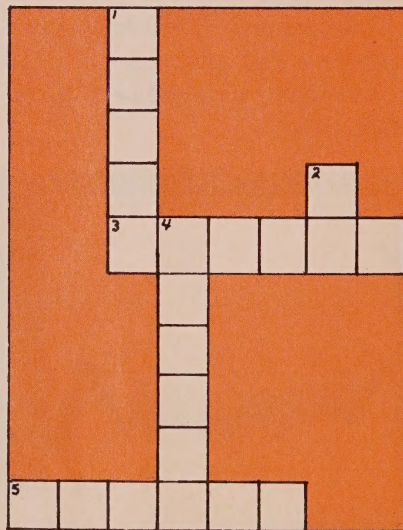
Thou desirest 1D in the 4D parts. In the 3A part Thou shalt make 2D to know 5A.

Putting it all together

God's rule of honesty is strict. He wants truth from you, all of the time.

In class you will learn about a prince who gave a false impression. 2 Samuel

14:25-26; 15





Bible dig

Absalom pretends to be right

Let's hear the case of a prince who created false impressions. Turn to 2 Samuel 15:1-12. Cross out the wrong words in brackets.



I'm the favorite

2 Samuel 15:1 Prince Absalom bought [chariots and horses] [a palace]. He had 50 servants to run for him.

I'm better than David

15:2-4 Absalom got up early. He went to [city hall] [the city gate]. People came there who had a squabble. The [king] [court] took care of the matter.

Absalom always said they were [right] [wrong]. But the king [had] [had not] appointed a deputy counselor.

15:5-6 When anyone greeted Absalom by bowing, Absalom took his hand instead. In this way Absalom turned people's hearts [to] [against] himself.

I'm God's man

15:7-8 Absalom asked to [keep] [break] a vow he said he had made to the Lord.

15:9-10 Absalom's real purpose was to send [gifts] [spies] to every tribe of Israel. When the trumpets blew, people would know Absalom was crowned king.

15:11-12 Absalom invited [12] [200] men to be his guests. They didn't know the plot.

Talk-about questions

How did Absalom put down King David?

How did Absalom make himself look better than he was?

What is God's attitude toward dishonesty?

What is the real source of any falseness?

Don't just sit there—do something!

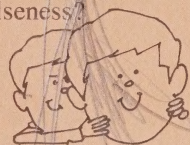
Tell what is false in each of these situations.

Then make up a false impression you think could happen.

“How come a little guy like you has a camera? It's no good. You can't *play* with a camera. You can play with this toy airplane. I'll trade you this toy for the camera.”

“All you have to do is pick up some empty bottles in the back room at the store. Then turn them in at the counter for a refund.”

Now say “no” to falseness. Make a large X through each false impression above. Say “yes” to truth by saying Psalm 51:6 for each X you make.



Who loves a wrongdoer?

It is usually fairly easy to love someone who is nice and kind, someone who likes you.

But what about a wrongdoer? Is it easy to love someone who is unkind and mean? How about someone who dislikes you?

Write about a time when someone was unkind to you. Tell how you felt about the person.



In this week's Bible study learn about how to love those who are wrongdoers, even those who are your enemies.



Love is when . . .

Did you ever try to explain love? The Lord spells it out.

Read 1 Corinthians 13:4-7. "Charity" means *love*. The statements below tell how we might say these verses.

Match the statements with the verses in the Bible. Put the verse numbers in the blanks. One is done for you.

verse 7: Love is when I stand by someone (bear with him) no matter the cost, believe in him, hope for the best, and keep right on doing it (endure).

verse ____: Love is when I don't behave rudely to someone, am not selfish, don't get angry easily, and don't keep thinking about wrongs done to me.

verse ____: Love is when I am patient with someone (suffer long), am kind, not jealous, not boastful, and not proud.

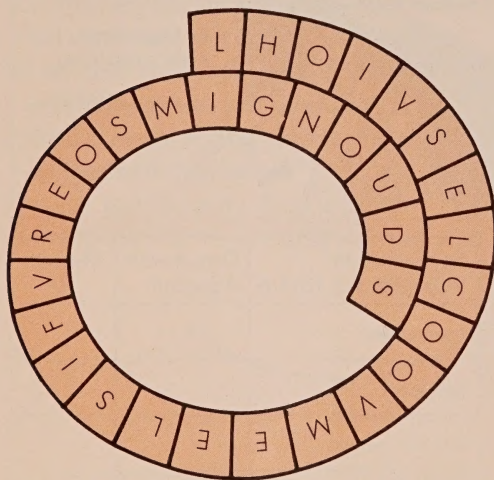
verse ____: Love is when I am not glad about wrong, but am glad about truth.

Love is from . . .

That's quite some love. How do we get this super love?

Read 1 John 4:7-12. On the lines below write down every other letter of this spiral until you get to the last "D." Then start over with the second letter and write down every other letter until you get to the end. You will find where this super love comes from.

L



Love is for . . .

Now you know what love does and you know where you get love. But such great love must be for those who deserve it. Or is it?

Read Matthew 5:43-48. Draw a heart in front of the answer to each question.

Whom are you to love? **verse 44**

- _____ Those who love you
- _____ Your enemies

Why should you love those who don't love you? **verse 48**

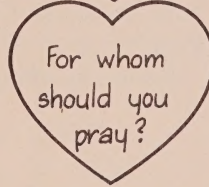
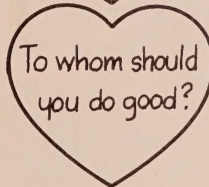
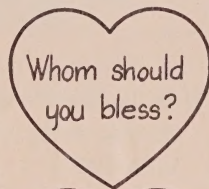
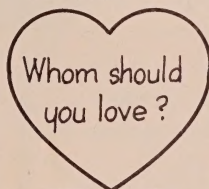
- _____ Because you are to follow God's perfect example.
- _____ So you will be better than those who do not love you.

Remembering God's Word



"Love your enemies, bless them that curse you, do good to them that hate you, and pray for them which despitefully use you, and persecute you." **Matthew 5:44**

Cut out four large hearts. On one side of each heart print one of the questions below. On the other side of each heart print that part of the verse which answers that question.



Memorize the part of the verse which answers each question.

Putting it all together

There you have it—what love is, where it is from, and who love is for.

In class you will learn how much David loved his son Absalom.

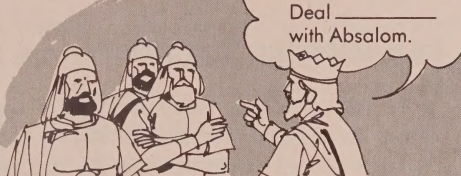
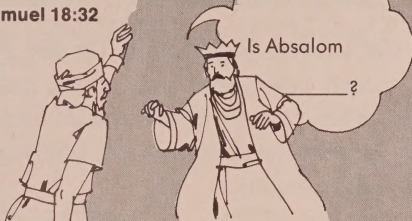
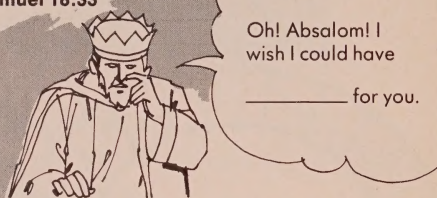
2 Samuel 18:1—19:8



David loves his rebel son Absalom

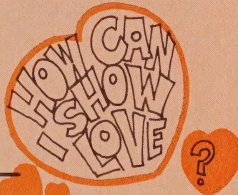
Bible Dig

It was Absalom against David, son against father. David did not want it that way. Turn to 2 Samuel 18. Write the missing words in the balloons.

2 Samuel 18:5 	2 Samuel 18:14 
2 Samuel 18:32 	2 Samuel 18:33 

Talk-about questions

How did David's love for Absalom measure up to what God says our love should be?
 How can anyone love as David loved?
 How is God's love for us even greater than David's love for Absalom?



Don't just sit there—do something!

Put a check for each way David showed love to Absalom. Put a check for each way you show love to "you-know-who". Ask the Lord to help you show love to that unlovely person this week.

Love is when ... 1 Corinthians 13:4-6	David with Absalom	Me with ?
I am patient.		
I am kind.		
I am not jealous.		
I am not boastful.		
I am not proud.		
I am not rude.		
I am not selfish.		
I don't get angry.		
I don't think of wrong done to me.		
I am not glad about wrong.		

Keeping right on

Listen to Brandon talking to his reflection in the mirror.

You're OK, you know.
Look at that wall plastered with badges
and ribbons.
You're class president.
You finished the Social Studies report a
full week before it had to be turned in.
Mr. Mitchell said your talk at the junior
youth group was just fine.
You have saved enough money for your
mother's Christmas gift.
And say, you're pretty good looking!
Come to think of it—I'm glad to know you!

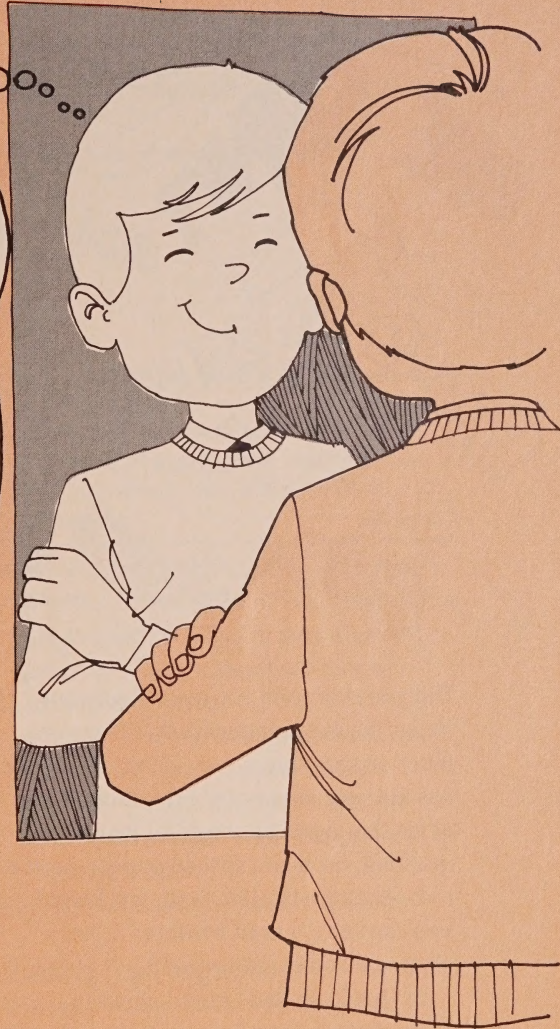
Do you sometimes feel on top of the world?
Do you have days when everything is going
so fine you forget that you have ever been
lonely

or sad

or afraid

or a failure?

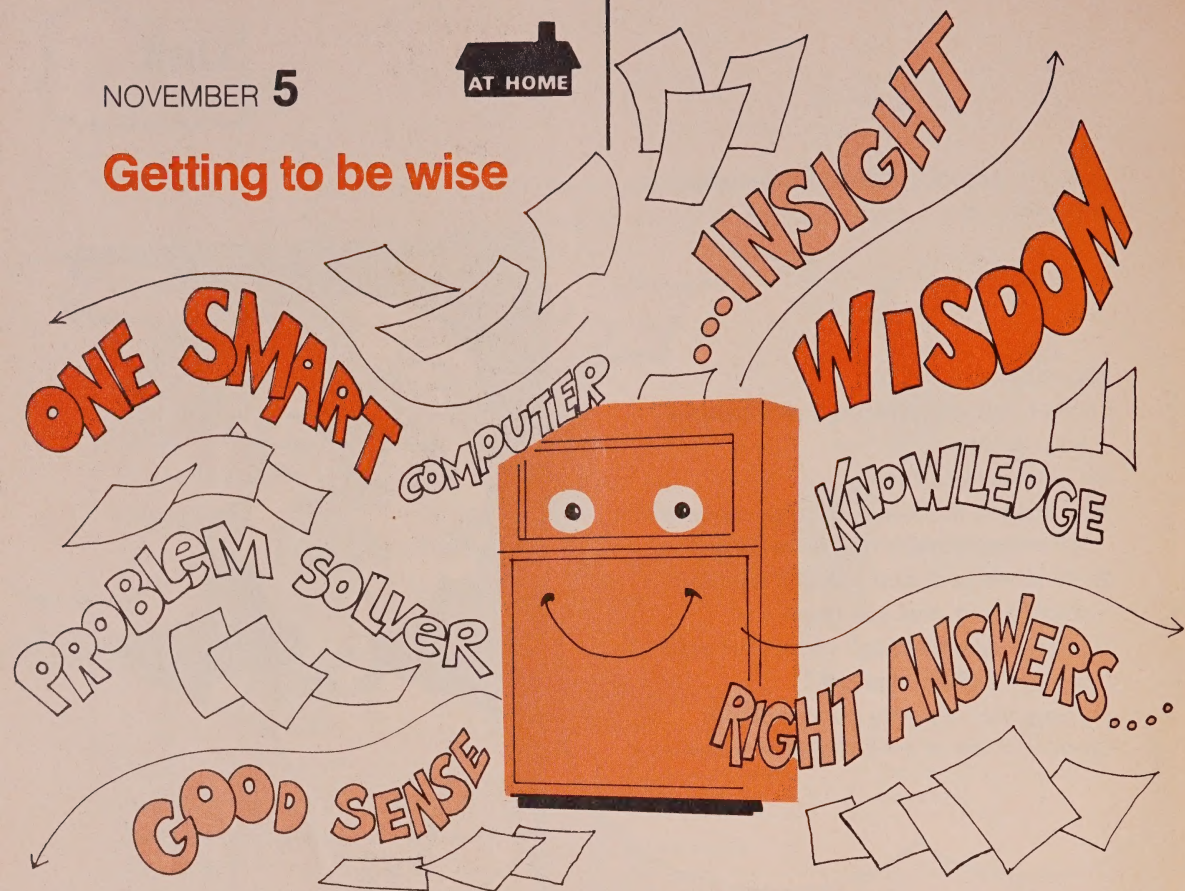
God has special words for good times as
well as hard times. This month as you
study your Bible you will find how you
can be strong in the Lord when things are
going just great.



NOVEMBER 5



Getting to be wise



Did you ever wish you could figure out things the way computers do? The computer on this page is very smart. In fact, he has the right answer for everything. Look at his sharing all his wisdom! Just feed your question, problem, special project, or need-to-be-smart in the slot, wait, and before you can say, “I need wisdom,” whirr-click, out comes the answer.

“I should be that smart,” you say.

Right, but you aren’t a computer and never will be one. So will you ever be intelligent and have enough sense to be really wise?

You could be. Find out more about wisdom.

Wisdom—what is it?

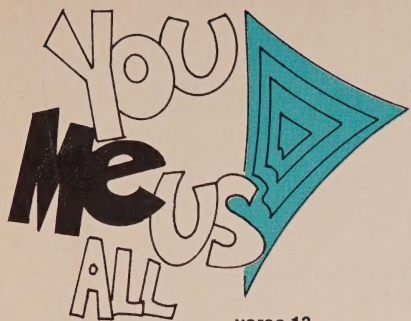
The dictionary definition looks something like this:

wisdom / 'wiz - dəm / n. 1. knowledge
2. insight 3. good sense

The Bible describes wisdom, too. And the Bible definition is much the same as the dictionary definition. Here it is.

“Happy is a man who finds wisdom, a man who gets understanding; . . . use common sense, and plan carefully.

Proverbs 3:13, 21, BECK)



verse 13

verse 15

Wisdom—who needs it?

We all need wisdom—that's who! None of us has all the answers. None of us does everything the best or right way. Who can do every project correctly? Not me. Not you.

Read Proverbs 3:13, 15. Then draw lines to match the verses with the reasons it is good to have wisdom.



Wisdom is better than rubies or jewelry.



Wisdom brings you happiness.

Wisdom comes from where?

If wisdom is so important, then of course you want to know where it comes from!

God's Word helps answer the question.

"With [God] is wisdom and strength. He hath counsel and understanding."

(Job 12:13)

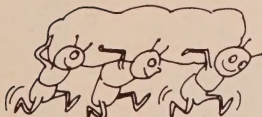
"The fear of the Lord is the beginning of wisdom, and the knowledge of the Holy is understanding."

(Proverbs 9:10)

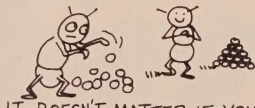
In each verse above, circle where wisdom comes from.

Is wisdom useful now?

Read Proverbs 6:6-11. Circle the ways the ants are wise. God tells us to look at ants and learn from them.



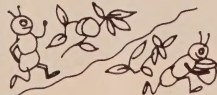
BE A GOOD TEAM MEMBER WHEN WORKING WITH OTHERS.



IT DOESN'T MATTER IF YOUR WORK IS SLOPPY



WORK HARD WHILE YOU CAN TO PREPARE FOR HARD TIMES.



WHEN YOU SEE WORK TO BE DONE—DO IT.

Remembering God's Word



"If any of you lack wisdom, let him ask of God, that giveth to all men liberally and upbraideth not; and it shall be given him."

James 1:5

Are you short on wisdom? God's promise is to you! The truth that God gives us His wisdom is amazing. He even shares it generously and without scolding us!

In the memory verse:

- circle where we get wisdom,
- underline how we get wisdom,
- box in who may get wisdom,
- draw a wavy line under the promise for getting wisdom.

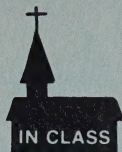
Say the verse several times to learn it.

Putting it all together

You may become wise by asking God for wisdom. All wisdom begins with Him.

In class you will discover how a young king got wisdom and proved he had it.

1 Kings 1—4; 10



Bible dig

Solomon chooses wisdom above riches

Find out how God gave Solomon his wisdom.

Circle **T** before each true statement.

Circle **F** before each false statement.

Will the real mother? . . . 1 Kings 3:26-28

T F The real mother remained silent.

T F The false mother tried to stop Solomon.

T F The real mother finally received her child, but dead.

Wisdom gets a reputation

4:32-34

T F Solomon was even wise about animals.

T F Other kings sent for his advice.

A queen is convinced

10:6-9

T F The queen of Sheba realized that King Solomon's wisdom was only a rumor.

T F Solomon's wisdom and wealth were greater than she expected.

T F The people were not happy with the king's wisdom.

Talk-about questions

Why did Solomon ask God for wisdom?

How do you know that God made Solomon a wise king?

How can we be sure that God will give us wisdom too when we need it?

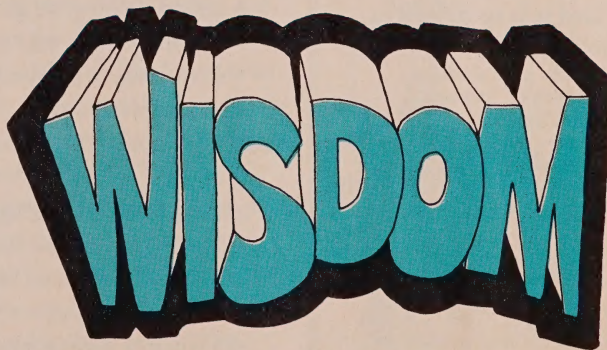
Don't just sit there—do something!

Cut out the strip below. Paste it on a jar at least four inches high. It will remind you to ask God when you need wisdom. Ask Him. Write your requests on a slip of paper and put them in the jar.



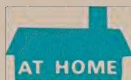
cut

"If any of you lack wisdom, let him ask of God, that giveth to all men liberally and upbraideth not; and it shall be given him."
(James 1:5)



Free for the asking

"If you lack wisdom, ask God, who gives to everyone with an open hand and doesn't scold, and He will give it to you."
(James 1:5, BECK)



Glorifying God

Have you ever heard someone say, “What a glorious day!”? What does that mean? What is *glory*? A glorious day is a perfectly beautiful day.

“Glory” means *praise, honor, or even magnificence*. But did you know that we as Christians are to be God’s glory? That seems impossible, doesn’t it? In your home Bible study this week learn more about it.

Glorious blessings

“Let us praise the God and Father of our Lord Jesus Christ, who . . . has blessed us with every spiritual blessing in heaven.” (Ephesians 1:3, BECK)

Turn to Ephesians 1. Read the following verses from that chapter. Look at each verse carefully to circle the correct words of blessing in brackets in the following sentences. Then write the words in the rainbow with different colored pencils or marking pens.

verse 4 Even before the world was made God [chose] [knew] us.

verse 5 He wanted to make us [obey Him] [His own children].

verse 7 Through Jesus God [forgave our sins] [could punish the world].

verse 9 God has revealed to us His secret [will or plan] [name] for us.

verse 12 All of us who trust in Christ may now live [without] [to praise] God.

Remembering God’s Word



“Now unto the King eternal, immortal, invisible, the only wise God, be honor and glory for ever and ever. Amen.”

1 Timothy 1:17

We have a glorious God. He deserves praise and honor. Circle four words in the verse which describe God.

Do you know what all those words mean?

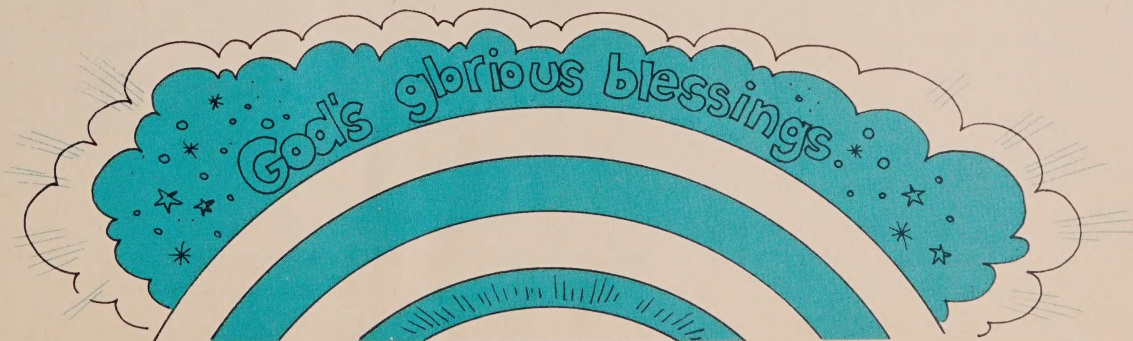
Get your parents to help you find the words in a dictionary. Then say the verse using the definitions you have found.

Putting it all together

Since God is the King eternal, immortal, invisible, and the only wise God, He deserves our honor and praise.

In class you will learn how a human king built something to honor our great God.

You can help build too! 1 Kings 5:1—9:9





Bible dig

answer box

hear	God
promised	fear
obey	worshiped

Solomon builds the temple

The great temple project was complete. Now King Solomon led his people in a dedication prayer. As he prayed he dedicated himself, his people, and the temple to God. He prayed that all would please God and glorify Him.

Solomon's prayer of dedication

Read the verses. Choose the correct missing words from the answer box above. Tell what the king prayed and how he made God happy through his building project.

1 Kings 8:15, 56 Solomon praised God because God had done what He had _____ to David and to Moses.

8:41, 43 King Solomon prayed that strangers would know and _____ God.

8:44-45 Solomon reminded God to take care of Israel as He had promised and _____ their prayers.

9:6-9 God had a reminder for Solomon and the people, too. He warned them that if they _____ other gods, He would take them away from the land. Other nations would then be astonished.

8:60-61 Solomon finished his prayer by

hoping that all people would know that the Lord is _____. He encouraged the Israelites to _____ the Lord's laws and commandments.

Talk-about questions

Why did Solomon build the temple?
How would the temple glorify God?
How can we glorify God?

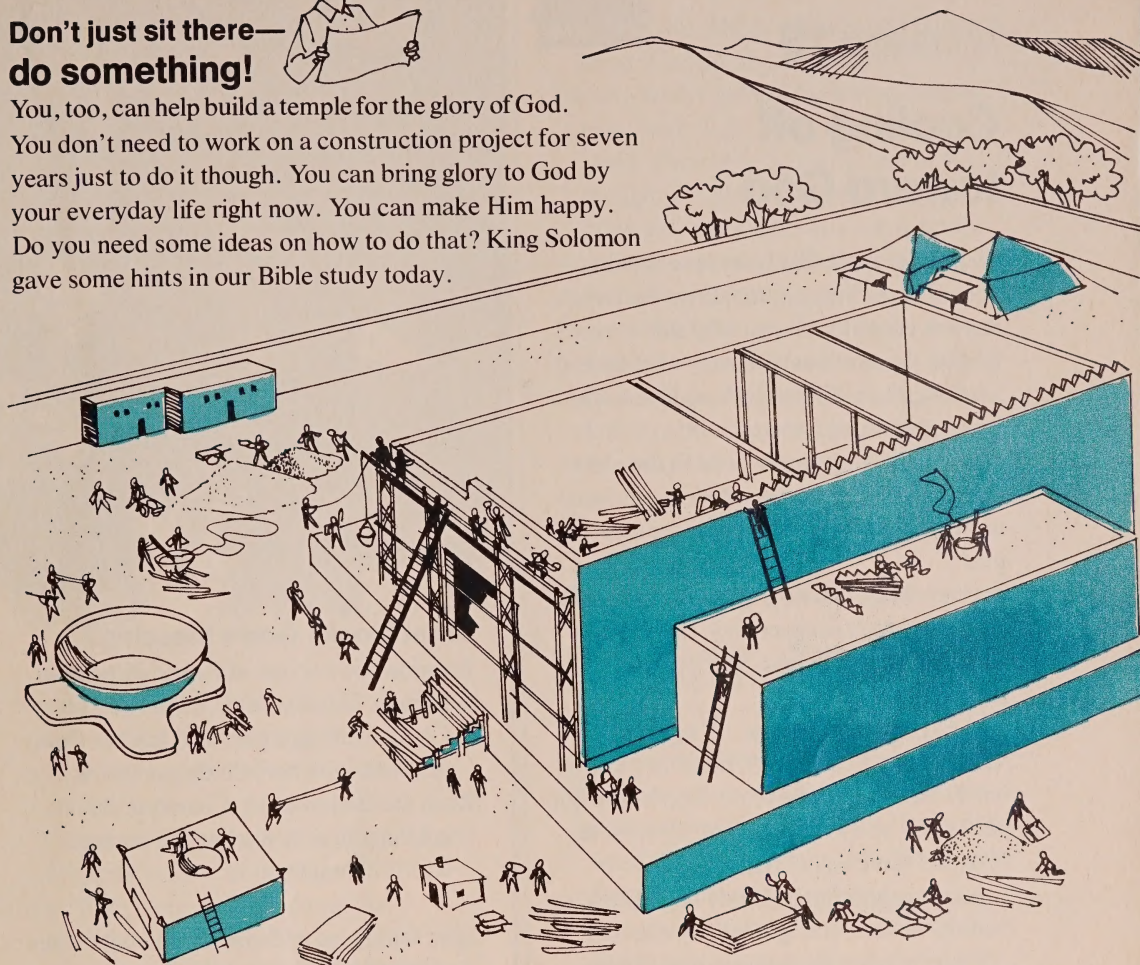
Don't just sit there— do something!



You, too, can help build a temple for the glory of God.

You don't need to work on a construction project for seven years just to do it though. You can bring glory to God by your everyday life right now. You can make Him happy.

Do you need some ideas on how to do that? King Solomon gave some hints in our Bible study today.



Choose one way to bring glory to God. Circle it and write next to it how you will do that this week.

- ① Rehearse the good things God has done.
1 Kings 8:15, 56
- ② Request God through prayer that others will know the Lord. 8:41, 43
- ③ Recite God's promises. 8:44-45
- ④ Recall God's warnings to be obedient to Him only. 9:6-9
- ⑤ Remain living for Him. 8:60-61

I will

NOVEMBER 19



Cooling off toward God

Week after week Cindy went to Sunday School at the little church down the street. But she couldn't tell you why she went. Maybe she was lonely. Cindy's family had a lot of money. The kids thought she was a snob. Still she came to church.

One day Cindy announced to the class that she had good news. "I received Jesus as my Saviour a few days ago and I am glad."

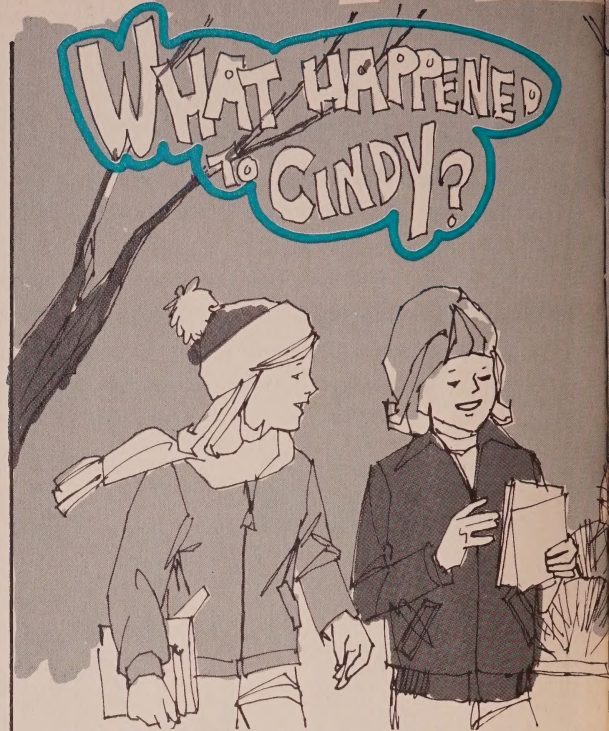
Cindy began reading her Bible and doing her Bible study assignments. She asked good questions in class. She wanted to learn more about God.

Cindy told her teacher, "I'm happy for the first time in my life. Whenever I know what Christ wants me to do, I do it! It's not hard when you love the Lord. I'm a new person. I have lots of friends now."

A few months later, Cindy began missing Sunday School. She gave many excuses.

Cindy spent more and more time with her new friends. She paid little attention to her spiritual life. She didn't even care about God as much.

Where is Cindy today? Her Christian friends see her in school. But Cindy doesn't seem to see them anymore. And she doesn't go near the little church down the street. "My friends are more important than Sunday School, than my Bible, than God," she said.



What blocks God's blessing?

Imagine you are one of Cindy's Christian friends. One day after school you see Cindy walking alone. You ask her if you may talk with her. Cindy says "OK."

Read the Bible verses. Complete the conversation by circling the correct words in brackets.

YOU: Cindy, as a Christian God wants you to enjoy blessing and joy. But sometimes there are things that get in the way of God's blessing.

"See to it, brothers, that none of you has a sinful, unbelieving heart that turns away from the living God."
(Hebrews 3:12, NIV)

CINDY: I see that God warns us about an [unthankful] [unbelieving] heart. He wants me to have faith. Without that I



cannot please Him.

YOU: That's right, Cindy. Those who have faith in God receive His rewards.

CINDY: But I really believe in God. Of course, some of my friends aren't Christians. They make fun of me if I get religious in front of them.

YOU: They may not understand the Christian life. Some may try to lead you away from God. Look at 2 Peter 3:17-18.

CINDY: I see that God warns us to be careful about the ways of [rich] [wicked] people. They make us fall from the Lord's way. But some friends aren't wicked.

YOU: We read the Bible, "Anyone, then, who knows the good he ought to do and doesn't do it, sins." (James 4:17, NIV)

Knowing what is good and not doing it is

[sin] [OK]. Those who sin and refuse to honor God are the wicked.

CINDY: Well, I guess I have been tagging along with them rather than obeying the Lord. They have so many neat things, though. I'm glad my parents are rich.

They give me whatever I ask them for.

YOU: That may seem great, but look at Ecclesiastes 5:10.

CINDY: The Bible teaches that the person who loves [money and things] [having fun] will never be satisfied. That's true. I always seem to want something else.

YOU: And God knows that. He wants to give you blessings. Most of all He wants you to enjoy Himself.

Remembering God's Word



"Be ye steadfast, unmovable, always abounding in the work of the Lord, forasmuch as ye know that your labor is not in vain in the Lord." 1 Corinthians 15:58

Christians who are faithful to God know that nothing that is done for Him will be wasted. It will count with God now and forever in heaven.

Pick out six important words in the verse. Print them on separate pieces of paper. Spread them out in order. Use them as clues as you say the verse until you know it from memory.

Putting it all together

When we turn from God's way to our way we block His blessings.

In class you will study about some things in King Solomon's life which blocked God's blessings. 1 Kings 11



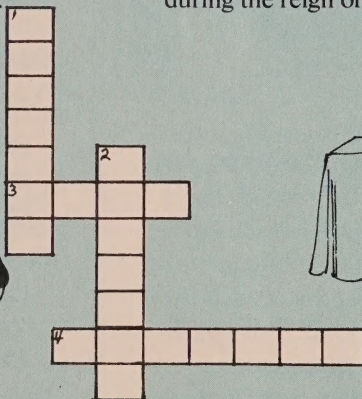
Bible dig

Solomon compromises with sin

Once Solomon was a wise king who walked in God's ways and was blessed by God. Slowly he began to disobey God's commandments. His heart cooled off toward God.

Turn in your Bible to 1 Kings 11:1-11. Use the missing words from the sentences to complete the puzzle. A words go across and D words go down.

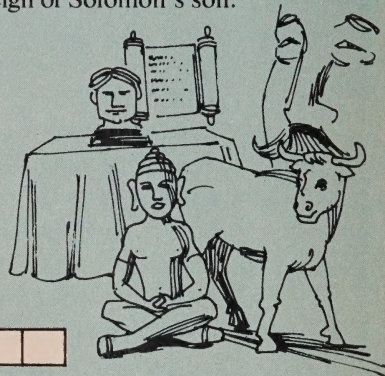
God had commanded that no one collect horses, wives, or lots of wealth (gold).



4A disobeyed God. He married seven **1D** foreign women. As God knew, they turned Solomon's heart to other gods.

Through disobedience Solomon began to do **3A** in the sight of the Lord. King Solomon built places of sacrifice and temples for the gods of his wives.

God became angry with Solomon and said that He would take the **2D** from Solomon during the reign of Solomon's son.



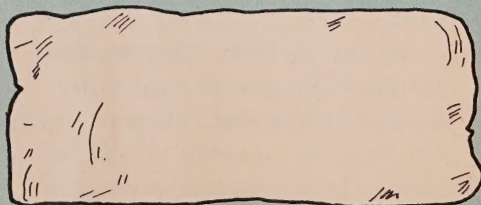
Talk-about questions

What made Solomon cool off toward God?
What was wrong about the way Solomon used his honor and riches?
How may we cool off toward God?

Don't just sit there— do something!

Much as Solomon blocked God's blessing, we, too, may cool off toward God. Think about how Solomon was turned

from worshipping and obeying God. Decide how one of those blocks may be keeping God's blessing from you. In the "block of blessing" write how you cool off toward God.



God's power for all time

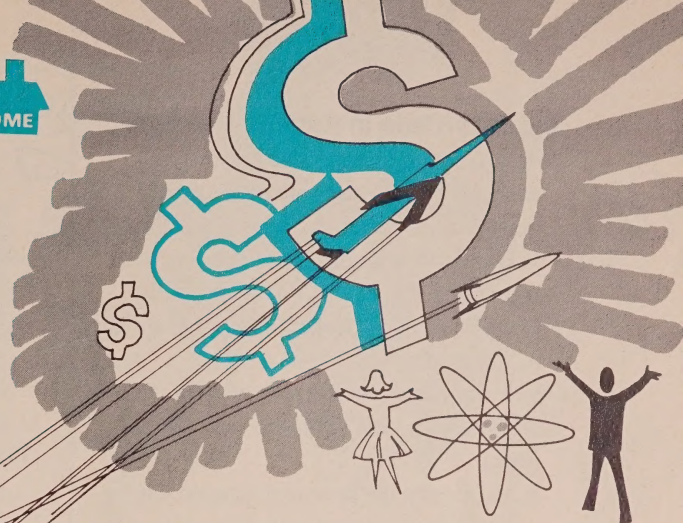
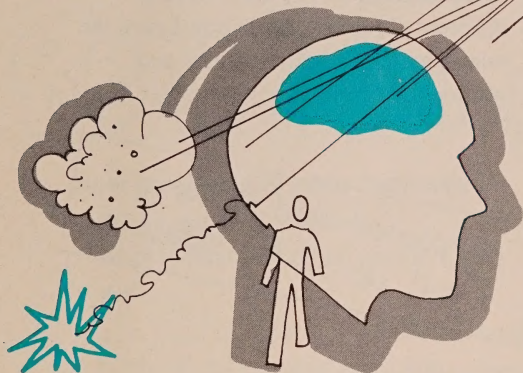
We live in an age of power—
jet power

brain power

money power

nuclear power

people power



Leader of the new Superpower

Who will be head of the final kingdom?

“Call His name Jesus. He shall be great,
and shall be called the Son of the Highest;
and the Lord God shall give unto Him
the throne of His father David.”

(Luke 1:31-32)

Write the name of the Person who will be
Head of the final, Superpower kingdom.

There is even something called
SUPERPOWER. That is the greatest in the
power line. A SUPERPOWER is a super
strong nation.

People seem to think their inventions
and their nations are the final word in
power. But that's not so. The final word
in power is God!

God has a final SUPERPOWER government
coming up. It is greater than Solomon's
kingdom, or the Roman empire of Jesus'
day, or the superpower nations of our day.

Read about it in the Bible to get a word
picture of God's Superpower government.

A Superpower that keeps order

“And [God] will judge between the
nations and make decisions for many
people. Then they will hammer their
swords into plowshares and their spears
into pruning hooks. No nation will raise
a sword against another or train for war
anymore.” (Isaiah 2:4, BECK)

Check the statement which tells how order
will be kept.

- _____ Bigger and better nuclear weapons
will be built to keep peace.
- _____ There will be no more war. God will
be ruling over all.

Togetherness in this Superpower

“He will be fair in judging the poor and treat the humble right when He makes decisions for them. . . . A wolf will live with a lamb, a leopard will lie down with a goat. . . . The world will be full of the knowledge of the Lord.” (Isaiah 11:4, 6, 9, BECK)

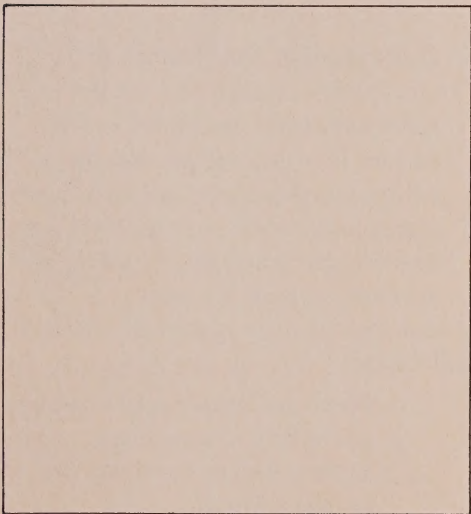
Check the statement if it tells what life will be like when God’s Superpower takes over.

—— Finally the poor and humble will be given fair treatment. Not even animals will fight one another. The knowledge of God will fill the earth.

The land of the Superpower

Read Isaiah 35:1-10. Ask someone older than you to help you read and understand the verses. Learn what will happen one day.

Draw a picture of something you read about in these verses.



Remembering God’s Word



“My counsel shall stand, and I will do all My pleasure. . . . I have spoken it; I will also bring it to pass.” **Isaiah 46:10-11**

God’s power is without limit. Whatever He wants done, He will do. You hurt yourself when you turn against Him. But you cannot keep God from accomplishing His purpose in the world.

Three times in the verses above God says either “I will” or “I have.” Cut out three small strips of paper. Write a different phrase on each strip. Learn the verses by shuffling the phrases and putting them in the correct order.

My counsel shall stand, and
I will do all My pleasure.

I have spoken it;

I will also bring it to pass.

Putting it all together

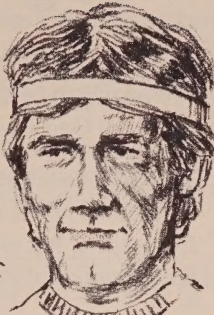
God is the greatest power ever! One day He will set up His superpower kingdom on earth.

In class you will learn how Solomon’s power ended, but God’s power continues.

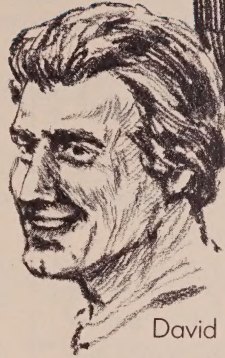
Compuquiz



Solomon



Jonathan



David



Saul

Power to help

Remembering God has

How powerful is your memory?

Read the statements below.

Write in the name of the person who said it.

_____ I became jealous of David.
I ordered my servants to kill him.

_____ I thought so much of
David that I even put my life in danger
for him.

_____ God gave me wisdom.
I used this wisdom to honor God.

_____ I wanted to do God's will
more than anything. I proved I was a
man after God's own heart.

The power of God's Word

Read the statements below. Think back
over the memory verses. Write in the
missing words.

In 1 Thessalonians 5:15 God teaches that

no one should return _____ for
evil. We should always follow and do
the _____ instead.

Psalms 51:6 shows us that God wants
_____ in our inward parts (lives).
We learn from James 1:5 that if we ask
God for _____, He gives it.

God has power for worries

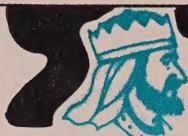
Draw a line from a worry David faced, to
match how God can help with this worry.

David's worries

- ① King Saul doesn't want me anymore.
- ② Will Jonathan help me escape?
- ③ King Saul is out to get me. Here's my chance to get even.

God's help

- ④ God gives friends to cheer us up.
- ⑤ God's way is to be kind to enemies.
- ⑥ If God is for us, no one can be against us.



God has power to help us do right

God supplied answers to David's questions of right and wrong.
Put the number of the correct answer after each question.

David's problem

David: Is it right to become king through
foul play? ____

David: How do I know what is right when
I fight the Philistines or move the
ark? ____

David: I have done wrong in taking another
man's wife. Also, I sinned by setting him
up to be killed. ____

Absalom: I want to be king in David's
place. I will make people think that I
am better than he is. ____

God's answer

- ① Pretending to be something you are
not is not God's way.
- ② When we do wrong the Lord
corrects us. If we are sorry, He
forgives us. But we must still
accept the results of sin.
- ③ God lets us know what is right by
giving us peace. He also guides us
through prayer and the Bible.
- ④ God is righteous and wants us to
choose right ways too. He
helps us choose the right.



God has power to keep us doing right

Draw a line from a need for keeping right
to the way God's power helps us continue.

Solomon's need to keep doing right

As king I can have anything I want.

- ① I can have riches, fame, wisdom
—anything!

I have a big job to do. I will build

- ② the first temple for the Lord.

It won't hurt to give in to a wrong.

- ③ I must keep everyone happy.

God's power

Whatever I do should be my best. I want

- ④ it to be for God's glory. I don't need
the praise of people.

When we cool off toward God, we block
God's

- ⑤ blessing and power.

To be wise in God's ways is better than

- ⑥ riches or fame.

Rate your power

How is your learning power? Count 1 point
for each question that you did correctly.

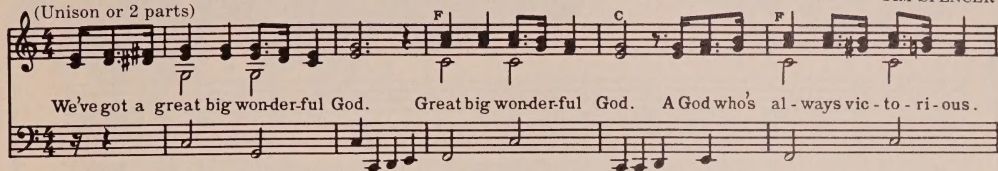
On the scale of 1-18 circle your learning
power.

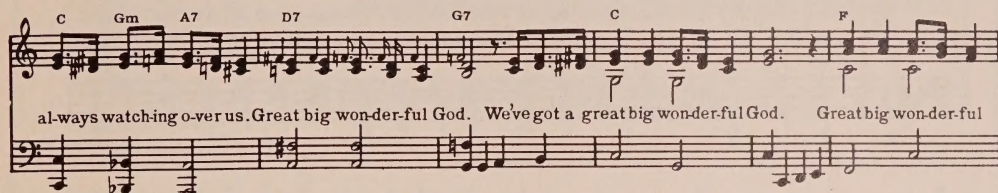


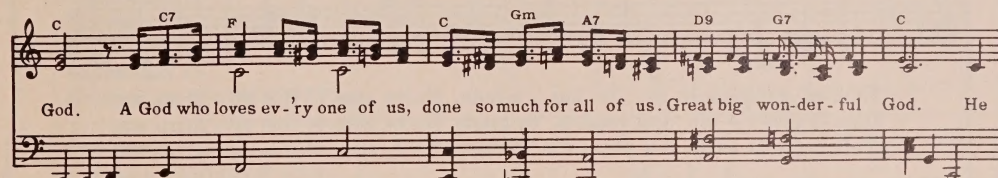
We've Got A Great Big Wonderful God

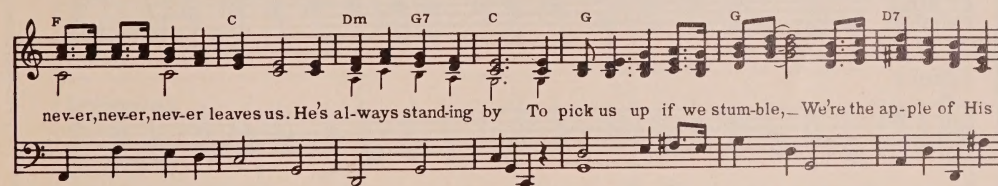
TIM SPENCER

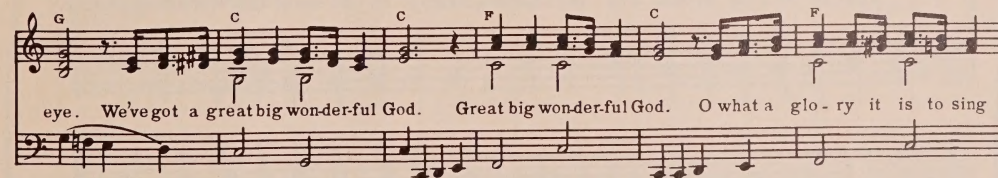
(Unison or 2 parts)

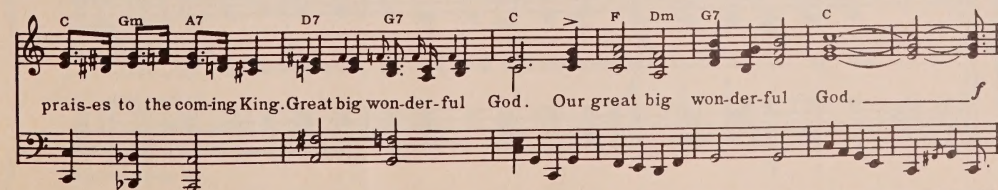










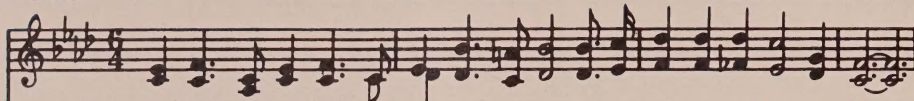


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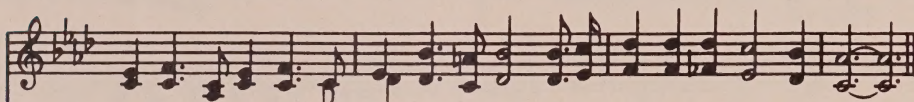
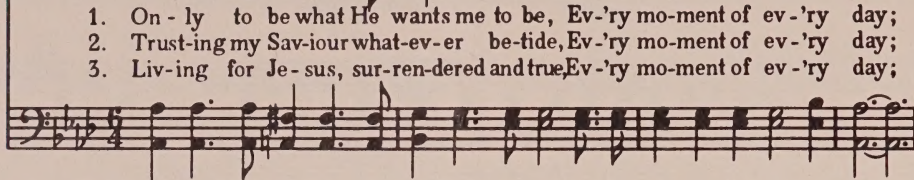
Every Moment of Every Day

N.J.C.

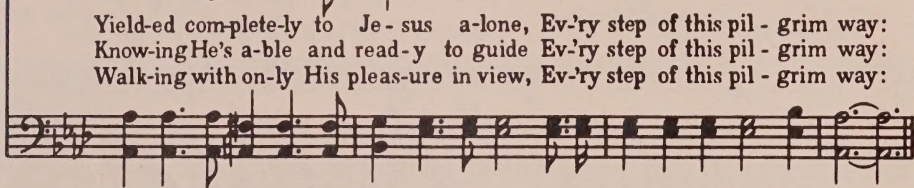
NORMAN J. CLAYTON



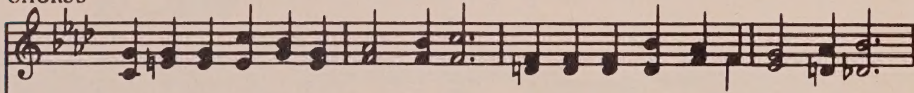
1. On - ly to be what He wants me to be, Ev-'ry mo-ment of ev-'ry day;
2. Trust-ing my Sav-iour what-ev-er be-tide, Ev-'ry mo-ment of ev-'ry day;
3. Liv-ing for Je - sus, sur-ren-dered and true, Ev-'ry mo-ment of ev-'ry day;



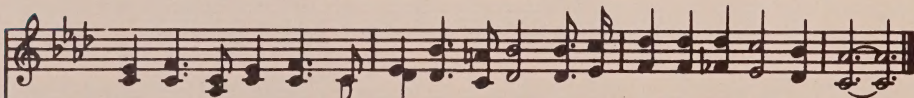
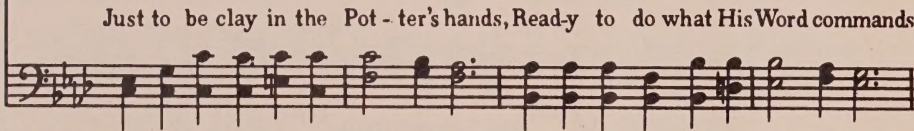
Yield-ed com-plete-ly to Je - sus a-lone, Ev-'ry step of this pil - grim way:
Know-ing He's a-ble and read-y to guide Ev-'ry step of this pil - grim way:
Walk-ing with on-ly His pleas-ure in view, Ev-'ry step of this pil - grim way:



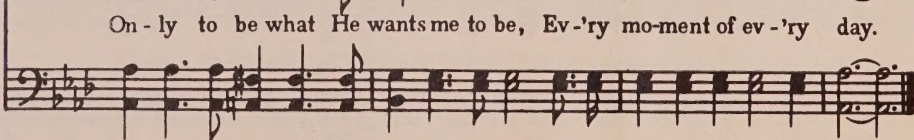
CHORUS



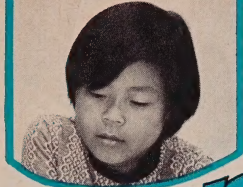
Just to be clay in the Pot - ter's hands, Ready to do what His Word commands;



On - ly to be what He wants me to be, Ev-'ry mo-ment of ev-'ry day.



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HOW DO YOU CHECK OUT?

Give yourself a check each week when you complete what is on the chart.

	Completed home Bible study	Learned memory verse	Brought manual to Sunday School	Learned unit memory passage
September 3 Worried about not being wanted?				Psalm 37:1-5 v. 1
September 10 Worried about friends?				v. 2
September 17 Worried about conflicts?				v. 3
September 24 Worried about what to do?				vv. 4-5
October 1 There's a right way to do it				Psalm 1 v. 1
October 8 How do I know what's right?				v. 2
October 15 Correcting a wrong				v. 3
October 22 Are false impressions wrong?				vv. 4-5
October 29 Who loves a wrongdoer?				v. 6
November 5 Getting to be wise				Proverbs 3:1-6 vv. 1-2
November 12 Glorifying God				v. 3
November 19 Cooling off toward God				v. 4
November 26 God's power for all time				vv. 5-6

MEMORY PASSAGES

What to do about worry

Fret not thyself because of evildoers, neither be thou envious against the workers of iniquity.

For they shall soon be cut down like the grass, and wither as the green herb.

Trust in the Lord, and do good; so shalt thou dwell in the land, and verily thou shalt be fed.

Delight thyself also in the Lord, and He shall give thee the desires of thine heart.

Commit thy way unto the Lord. Trust also in Him, and He shall bring it to pass.

(Psalm 37:1-5)

What's the right thing to do?

Blessed is the man that walketh not in the counsel of the ungodly, nor standeth in the way of sinners, nor sitteth in the seat of the scornful.

But his delight is in the law of the Lord; and in His law doth he meditate day and night.

And he shall be like a tree planted by the rivers of water, that bringeth forth his fruit in his season. His leaf also shall not wither, and whatsoever he doeth shall prosper.

The ungodly are not so, but are like the chaff which the wind driveth away.

Therefore the ungodly shall not stand in the judgment, nor sinners in the congregation of the righteous.

For the Lord knoweth the way of the righteous, but the way of the ungodly shall perish.

(Psalm 1)

Keeping right on

Solo boy: My son, forget not My law, but let thine heart keep My commandments.

boys: For length of days, and long life, and peace shall they add to thee.

solo girl: Let not mercy and truth forsake thee.

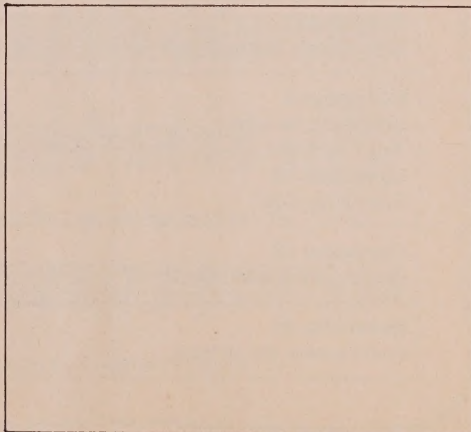
girls: Bind them about thy neck; write them upon the table of thine heart.

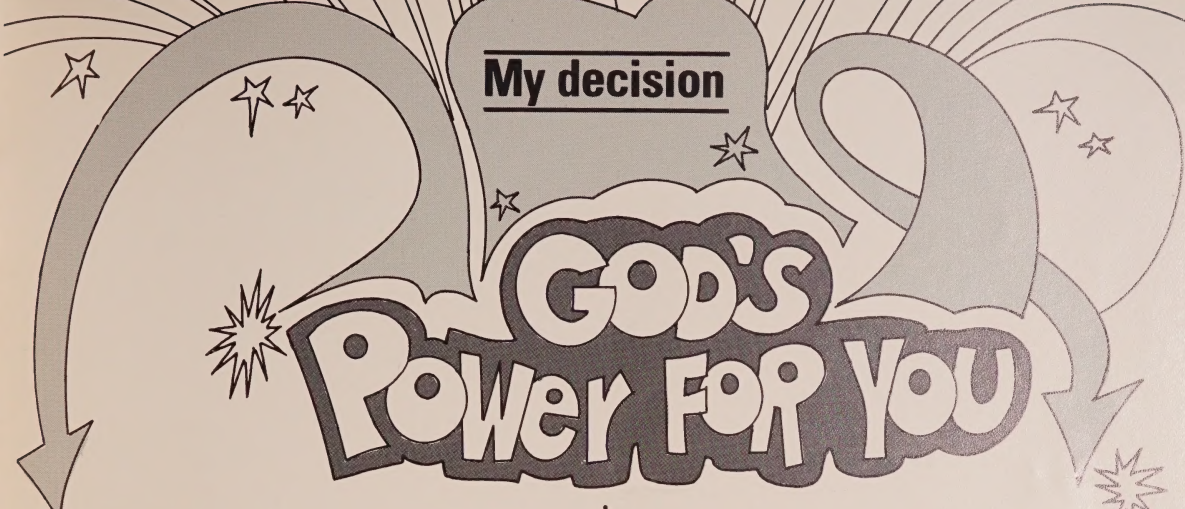
boys and girls: So shalt thou find favor and good understanding in the sight of God and man.

boys: Trust in the Lord with all thine heart, and lean not unto thine own understanding.

girls: In all thy ways acknowledge Him, and He shall direct thy paths.

(Proverbs 3:1-6, choral reading)





My decision

GOD'S Power FOR You

Which do you enjoy seeing:

- in hockey—a power-play goal or a tie-game?
- in baseball—a strikeout or a power hitter slugging a homerun?
- in basketball—a stuff shot or a double-dribble?

In each case you probably chose the one that shows power. *Power*—it's something all of us wish we had, but not just in sports.

We need power to do right (when others disagree).

We need power to make good decisions (when the best doesn't seem clear).

We need power to stand up to life (when difficulties close in on us).

We need the power to be all that God plans for us to be.

So how can we plug into that kind of power? How can we put God's power to work in our lives?

1. Admit that you are Power-less. By your sin you are separated from God. "All have sinned and fall short of the glory of God." (Romans 3:23, NIV)

2. Believe that the only way to make peace with God is through Jesus Christ. Accept the fact that Jesus took the penalty for your sins. "God made [Jesus] to be sin for us . . . that we might become the righteousness of God." (2 Cor. 5:21, NIV)

3. Receive Jesus Christ as your Lord. "As many as received Him, to them gave He power to become the sons of God, even to them that believe on His name." (John 1:12)

If you have never received Jesus as your Saviour from sin, read these verses again. Talk to your teacher and pray to God. Ask God's forgiveness for your sins and tell Him that you believe in Jesus. Decide today to begin living the new life of God's power.

What's left? Nothing. Christ lives in you! Nothing is left but to live the life of power. Learn more about God and His ways in the Bible. God will give you His power to live for His glory. "For us who believe, that power is like . . . when [God] raised [Christ] from the dead." (Eph. 1:19-20, NIV)

ISRAEL



BIBLE STUDY GUIDE

MARCH / APRIL / MAY 1978

juniors now



LIVING BY JESUS' TEACHINGS

1

MARCH / APRIL / MAY 1978

Living by Jesus' teachings

What Jesus teaches about people 1

- March 5 Jesus and people who are needy 2
March 12 Jesus and people who are different 5
March 19 Jesus and people who do wrong 8
March 26 Jesus and people—all are special 11

What Jesus teaches about trouble 14

- April 2 Why do people die? 15
April 9 What about God and sickness? 18
April 16 What about storms, earthquakes, fires? 21

What Jesus teaches about choices 24

- April 23 Treasures on earth or in heaven? 25
April 30 The world's pleasure or God's joy? 28
May 7 Proud or humble? 31
May 14 Being first or last? 34
May 21 Getting even or getting right 37
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Memory passages Jesus and people; Jesus and trouble; Jesus and choices 48

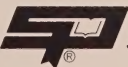
My decision What this world needs—and you too! inside back cover

Songs *Turn Your Eyes Upon Jesus* 44 *Love the World Through Me* 46 *If You Know the Lord* 45 *I Choose Jesus* back cover

Call to worship back cover

Juniors now 1 Bible study guide

1



SCRIPTURE PRESS PUBLICATIONS, INC.
WHEATON, ILLINOIS 60187



Unless otherwise indicated, Scripture quotations are from the King James version. Other quotations are identified as follows:

BECK—New Testament in the
Language of Today
NIV—New International Version
NOR—Nortie's Simplified
New Testament

Jesus loves me.

I am special to Him:

if I am needy.

if I am different.

if I have done wrong.

Jesus loves me.

How does He love me?

sometimes through other people

How does He love them?

sometimes through ME.

THROUGH ME?

Yes.

When I see other people:

who are needy,

who are different from me,

who are disobedient,

Jesus wants me to know that:

He loves them.

He died for them.

He knows they are special.

If He loves them so much—

I'll want to love them,

give myself to help them,

remember they are special.

I can:

if Jesus is my Saviour.

But is He?

What Jesus teaches about people



What helping hands do

Read each Scripture. Circle the letter in front of the meaning of each verse.

“Rejoice with them that do rejoice, and weep with them that weep.” (Romans 12:15)

- (a) When you see a friend crying, go cry with him. He’ll feel better.
- (b) When a friend is crying or sad, try to help him feel better. Let him know you are sorry, too.

“We who are strong ought to bear with the failings of the weak, and not to please ourselves.” (Romans 15:1, NIV)

- (a) Help people who have weaknesses that you don’t have. Don’t live just to please yourself.
- (b) Help your friends if you are bigger and stronger than they.

Read Galatians 6:10.

- (a) God wants you to help people who can help you in return.
- (b) God wants you to help all people who need it—especially Christians.

The One we are really helping

Read Matthew 25:34-40. Circle T if the statement is true. Circle F if the statement is false.

- T F According to these verses, visiting the sick is the most important way of helping.
- T F When we help others, it is the same as doing it to Jesus.
- T F Feeding hungry people, whoever they are, pleases Jesus.

Remembering God’s Word



“Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy strength, and with all thy mind; and thy neighbor as thyself.”

Luke 10:27

How much should you love your neighbor?

Well, how much do you love yourself?

Memorize Luke 10:27 to help you

remember God’s commandments of love. Write the five phrases of this verse on separate pieces of paper.

Scramble the phrases and then put them in order. Say the verse as you put it in order. Do this several times.

“Thou shalt love the Lord thy God with all thy heart,

and thy neighbor as thyself.”

and with all thy mind;

and with all thy soul,

and with all thy strength,

Putting it all together

God’s way of showing His love to people is through you.

In class you will learn the parable of a man who had a need and how this need was taken care of. Luke 10:30-35

MARCH 5



Bible dig

A Samaritan helps a wounded Jew

Look at the filmstrip and read the verses. Then complete the story script by crossing out the wrong words in brackets.

Luke 10:30 A man went from [Jerusalem] [Jericho] to [Jerusalem] [Jericho]. He was

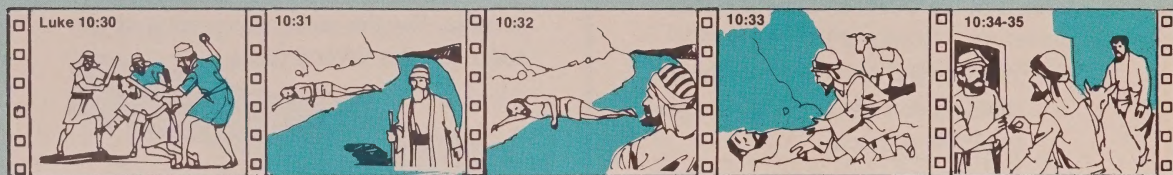
beaten by robbers and left for dead.

10:31 After awhile [another robber] [a priest] came by. He looked at him [and kicked him aside] [passed by on the other side].

10:32 Later a [Levite] [prophet] came along. He looked and passed by on the other side.

10:33 At last along came a [friend of his] [Samaritan].

10:34-35 He treated the man's wounds and put him on his own beast. Then this kind man took the wounded man [home with him] [to the inn]. He paid for the wounded man's care.



Talk-about questions

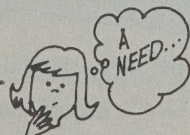
Why didn't the priest and Levite help the man beaten by robbers?

Who does Jesus say is the neighbor you should love?

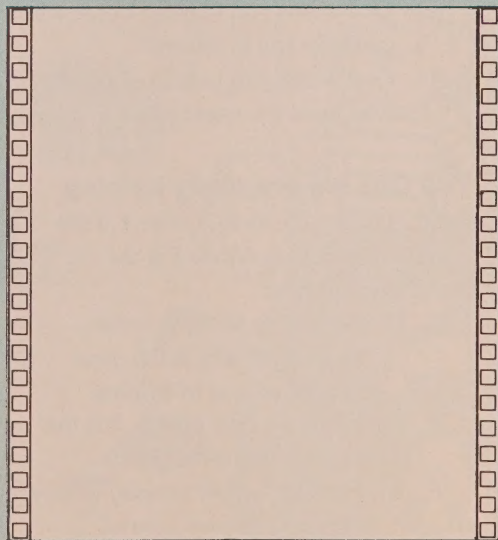
What was Jesus teaching the lawyer about having eternal life?

How do you show love to your neighbors as yourself?

Don't just sit there—do something!



Here's an extra frame to add to the filmstrip. Think of one person you know who has a need. Draw what you will do to help that person.



Jesus and people who are different



What good are walls?

There are many kinds of walls—house walls, yard walls, even prison walls. Walls do many things.

Walls can support roofs and give privacy. They keep out what isn't wanted—like enemies. And they keep in what is wanted—like warmth.

But not all walls are good. The Berlin Wall in Germany separates people who love each other. It keeps some people from freedom. It keeps others from helping those behind the wall.

Walls that give safety and togetherness are good. But walls that separate people who should be together are bad.

People have walls in their hearts, too. They have walls of hatred, jealousy, fear, pride, and prejudice. These strong feelings are *walls* because they can keep people apart.

Why do people build *feeling walls*?

Mostly because they are afraid. They don't trust people who are different from themselves. They feel uneasy. They build walls of separation to make themselves feel comfortable.

When the walls come tumbling down

What does God say about the *feeling walls* people build against others? Read God's Word to help you find the answer.

Tall or short, ugly or nice looking

God has said, "Pay no attention to...looks or to...splendid height....It is not what man sees; for man looks on the outward appearance, but the Lord looks on the heart." (1 Samuel 16:7, BERK)

In the verse above underline how men usually judge other people. Circle the words that show how God judges people.

Rich or poor

"If you show special attention to the man wearing fine clothes...have you not... become judges with evil thoughts?"

(James 2:3-4, NIV)

Check what God wants you to do.

- _____ Judge people by what they wear.
- _____ Treat all people as neighbors because I love them, and not because of what they have or wear.

Abilities: large and small

Everyone knows that people have different abilities. God likes it that way. When Moses told Israel to build something for God, they all pitched in.

"They brought the Lord's offering to the work of the tabernacle...bracelets, and earrings, and rings,...and all the women...brought that which they had spun."

(Exodus 35:21-22, 25)

Cross out wrong words that are in brackets. They were building a [tabernacle] [fort]. Everyone brought [the same offering] [different gifts as they were able].

What the people had, they brought. We see then that all abilities (large or small) are important to God.

My nationality or all nationalities

Read Matthew 28:18-20. Circle the letter in front of the correct statement.

- (a) God wants only certain nations to know about His love and forgiveness.
- (b) God wants everyone of all nations to hear of His love and forgiveness.

Remembering God's Word



"[Christ Jesus] is our peace, who hath made both one, and hath broken down the middle wall of partition between us."

Ephesians 2:14

When Jesus died on the cross, He gave His life to take the blame for the sins of every person. Jesus loves everyone no matter how different you think they are. Jesus' love breaks down bad feeling walls that separate different people.

Cut out pieces of paper the size of small bricks. Write each word of Ephesians 2:14 on a "brick." Make a "wall" out of brick word cards. Then take out several "bricks" each time you say the verse. When you have torn down the wall completely, you will know the verse from memory.

Christ	Jesus	is
our	peace,	who
hath	made	both
one,	and	hath
broken	down	the
middle	wall	of
partition	between	us.

Putting it all together

You have studied about God's ways to break down the walls of separation between you and others.

In class you will learn that Jesus did not let differences between people change His love and concern for everyone.

Mark 1:40-45; Luke 7:1-10; Matthew 8:1-13

MARCH 12



Bible dig

Jesus heals a leper and a slave



Compare the miracles Jesus did for two who were completely different. Circle **T** if the statement is true. Circle **F** if the statement is false.

A miracle for an outcast

Read Mark 1:40-45.

- T F** Jesus kept His distance from the leper who asked for healing. 1:41-42
- T F** Jesus told the leper not to tell anyone he was healed. 1:43-45
- T F** After this miracle Jesus went to the city to perform more miracles. 1:45

A miracle for an outsider

Read Luke 7:1-10.

- T F** The army captain (centurion) was Jewish.
- T F** The captain wanted help for his dying son. 7:2
- T F** First the captain asked that Jesus heal without coming to his house. 7:3
- T F** Jesus praised the Roman captain's faith. 7:9
- T F** The servant was healed the very next week. 7:10

About outcasts and outsiders

Print **L** before words that describe the **LEPER**. Print **R** before words that describe the **ROMAN**. Some are done for you.

- | | |
|------------------|-----------------------|
| <u>L</u> poor | _____ a countryman |
| _____ rich | <u>R</u> a "somebody" |
| _____ an outcast | _____ a "nobody" |
| _____ powerful | _____ an outsider |
| _____ sick | _____ a foreigner |

Talk-about questions

What was special about the way Jesus treated the leper and the foreigner?

What are God's ways to treat people who are different?



Don't just sit there— do something!

Think of a person you know who is quite different from you. Check what you need to do to get rid of bad feeling walls.

- _____ Pray that Jesus will help you really care about the person.
- _____ Go out of your way to be a friend.
- _____ Do something kind and helpful to prove your interest in him (or her).
- _____ Help him know Christ as Saviour and Friend.



Jesus and people who do wrong

a true story

The Bible class was in an uproar. As usual, Jack Morgan was making trouble. Today he was mimicking.

Mr. Mills was telling the Bible story. "Then a Levite came by. He saw the wounded man. Like the priest before him, he too crossed the road . . ."

Jack mimicked, "He too crossed the..."

Mr. Mills tried again. "Soon a Samaritan riding..."

Jack was echoing, "Soon a Samaritan..."

"That is enough, Jack," Mr. Mills said.

"Miss Blake, please take care of the class. Jack, you come with me."

Jack made a face and the class laughed.

But in the hallway Jack spoke in a scared voice. "Don't hurt me, Mr. Mills. Don't turn me over to the police."

Mr. Mills could tell Jack was really frightened. What could be the problem?

Jack blurted out, "I'm no good. Everyone says so."

"Who says so, Jack, your parents?" asked Mr. Mills.

"I don't live with my parents. I live with different families all the time. They all say it," mumbled Jack.

"Why?" asked Mr. Mills.

"Because I steal things and lie. They say I'm headed straight for hell."

Mr. Mills wondered how he could help Jack. He opened his Bible.

Jack is a real person. Does God care about Jack? How can you help people who are troubled like Jack?

God and the good-for-nothings

Often good people say, "Those wrongdoers are good-for-nothings. There's no use trying to help them." Does God think they are worthless, too?

Study God's Word. Then circle the letter in front of each correct statement.

How should I feel about bad guys?

What does God say about wrongdoers?

"Judge not, and ye shall not be judged.

Condemn not, and ye shall not be condemned. Forgive, and ye shall be forgiven." (Luke 6:37)

- (a) It is right to criticize and condemn others as being no good.
- (b) Even though their actions are wrong, you should be concerned about wrongdoers.



Do bad guys get away with it?

Sometimes you see wrongdoers having fun or getting rich by cheating. Do you wonder why God doesn't punish them?

"Don't get upset about evil people or jealous of those who do wrong. Like grass they soon wither and fade away like a green plant. Trust the Lord and do good; live in the land, practice being faithful. Delight in the Lord, and He will give you your heart's desire." (Psalm 37:1-4, BECK)

- (a) Don't envy the wrongdoers for they will fade away like grass does.
- (b) If you trust in the Lord you will not prosper.
- (c) If you delight in the Lord you will receive more than wrongdoers.

What about Jesus and bad guys

Jesus explained many times who He came to teach and why.

"I came not to call the righteous, but sinners to repentance." (Luke 5:32)

- (a) Jesus will help only good people.
- (b) Jesus has nothing to do with people who are wrongdoers.
- (c) Jesus came to help people who know they are bad. He came to help them be sorry and want to change.

How can I help bad guys?

How does God tell you to help wrongdoers?

Read 1 Thessalonians 5:14-15.

- (a) Since they are your brothers in Christ, go along with Christians who behave in a disorderly way.
- (b) Warn Christian brothers who are disorderly. Do not return evil for



evil, but do good to them.

Remembering God's Word



"Christ Jesus came into the world to save sinners, of whom I am chief."

1 Timothy 1:15

The Apostle Paul was a Pharisee. Even before he was a Christian he tried to keep God's laws and man's laws. He looked down on wrongdoers. But study what he wrote to Timothy in this week's memory verse.

Underline the phrase in the verse that shows that Paul did not feel he was better than sinful people.

Say the verse every time you feel like criticizing someone for wrongdoing.

Putting it all together

You have studied how the Lord feels about wrongdoers and how He wants you to behave toward them.

In class you will hear about a man who got rich doing wrong. One day he met Someone who changed his life.

Luke 19:1-10

MARCH 19

Bible dig



Jesus saves dishonest Zaccheus

Try to complete each section in one minute. Your teacher will tell you when to start and stop. Discuss the Talk-about questions after the sections.

The cheat meets Jesus

Luke 19:1-3 Check words that describe Zaccheus.

- | | |
|----------------------|----------|
| ___ tax commissioner | ___ tall |
| ___ short | ___ rich |
| ___ a banker | ___ poor |

What was wrong with this man's business?

19:4-6 Match the person with the correct statements about each one.

- | | |
|----------|---------------------------|
| Jesus | Climbed a tree |
| Zaccheus | Knew the other man's name |
| | Invited Himself to dinner |
| | Received Him joyfully |

Why did this wrongdoer want to see Jesus?

The cheat becomes honest

19:7-10 Circle T if the statement is true.

Circle F if the statement is false.

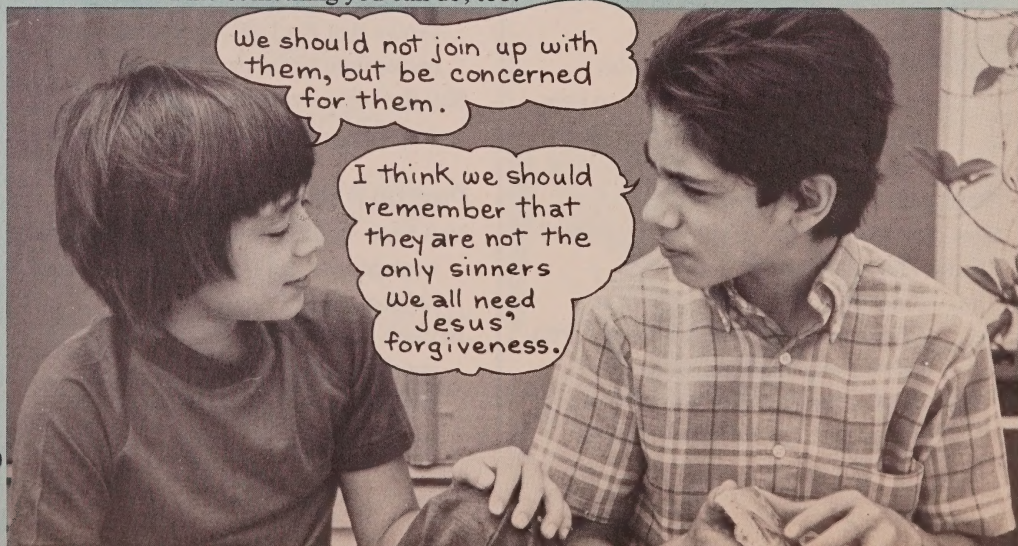
- T F The crowd didn't like Jesus going to the home of a criminal.
- T F Zaccheus was sorry for his sins.
- T F Zaccheus said he would give half his wealth to the poor.
- T F Zaccheus was saved because he did good.

What changed Zaccheus from a cheat to an honest tax commissioner?

Why do some wrongdoers seem to get away without being punished?

Don't just sit there—do something!

These juniors are discussing what they can do to help wrongdoers. Find something you can do, too.



Jesus and people— all are special

You are super special. You are made like God, to think, feel, and choose. You are not like this robot.

FATHER: Son, we'll be back by midnight. We've programmed Wobbles to take care of you.

SON: Good-bye. Wobbles and I will get along fine.... How long may I watch television, Wobbles?

WOBBLES (*whir, click*): One-hour.

SON: Good! I'll watch "Space Ship Detective."

WOBBLES (*whir, click*): Negative. I-am-programmed-to-turn-off-"Space-Ship-Detective."

SON: Rats! Look, here's a special, "The Case of the Outer Space Monster."

WOBBLES (*whir, click*): I-have-no-directions. Proceed.

SON (*watching*): Wow, this is weird. I'm scared, aren't you?

WOBBLES (*whir, click*): I-feel-nothing. I-am-not-scared.

SON (*covering eyes*): I don't like this. I'm afraid. Turn it off. How can I stop being afraid?

WOBBLES (*whir, click*): I-have-no-directions-for-"afraid." Proceed.

SON (*beginning to cry*): Proceed with what? Being afraid? I don't want to proceed. I want to stop feeling scared. I want to feel safe.

WOBBLES (*whir, click*): No-directions-for-"safe." Proceed.

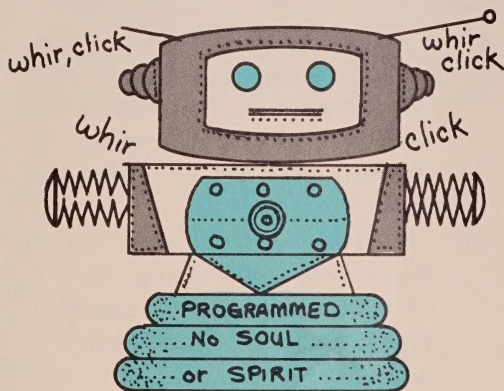
SON: I can't by myself. You have to help me!

WOBBLES (*whir, click*): Have-directions-for-"help." Emergency-signal-to-police-is-in-operation.

SON: No! No! That's not what I need. Oh, what's the use? You're just a thing!

Why you're not a "thing"

Wobbles has machinery programmed to give information. He does not have free choice. You have an "inside you" which has free choice. It decides to do right or wrong. The "inside you" is what makes you human.



Putting it all together

None of the experiences you will study about were easy for Jesus. You are His most special part of creation. That's the reason He was willing to do these things for you.

In class you will hear how Jesus came alive from the dead for you. **Luke 23:32—24:11**

He did it all for you

Jesus had many things happen to Him when

He lived on earth. This week you will study about some of His experiences near the time of His death. Read the Scripture verses. Then put the number of the correct verse by the phrase which tells what Jesus experienced.

The number of the verse will also show on the map where each event happened.

Check the location of the map.

- (1) "As they did eat, [Jesus] said, 'Verily I say unto you, that one of you shall betray Me.' " (Matthew 26:21)
- (2) Jesus "prayed saying, 'O My Father, if it be possible, let this cup pass from Me. Nevertheless, not as I will, but as Thou wilt.' " (Matthew 26:39)
- (3) Read Luke 23:44-56.
- (4) "A certain maid beheld [Peter]...and said, 'This man was also with [Jesus].' And [Peter] denied Him, saying, 'Woman I know Him not.' " (Luke 22:56-57)
- (5) When Jesus was on the cross, "the people stood there watching. The rulers were sneering, ... 'He should save Himself if He's the Saviour.' " (Luke 23:35, BECK)

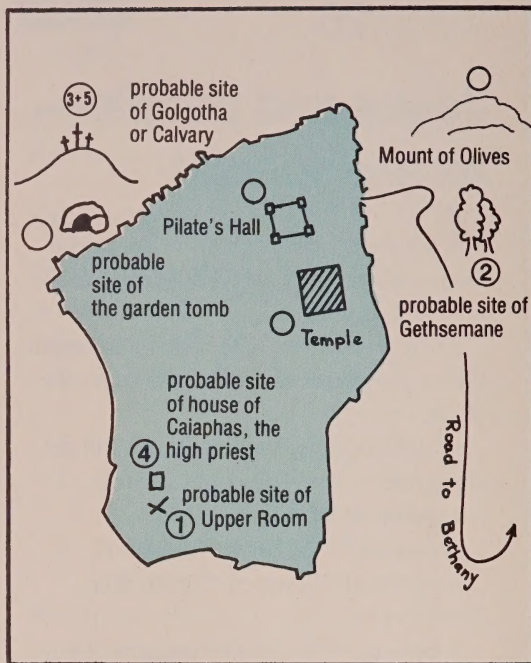
_____ Jesus was *betrayed* by a "friend."

2 _____ Jesus was willing to take *hurt* for us if it was God's will.

_____ Jesus' friends *deserted* Him.

_____ People *ridiculed* Jesus.

_____ Jesus *died* for our sins.



Remembering God's Word



"If thou shalt confess with thy mouth the Lord Jesus, and shalt believe in thine heart that God hath raised Him from the dead, thou shalt be saved."

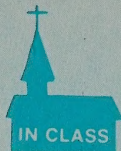
Romans 10:9

Jesus died to take the punishment for all people's sins. God raised Jesus from the dead. If you believe this in your heart, you can be saved from your sins.

Use the picture and word clues to help you memorize the verse.

"If thou shalt confess with thy  the Lord Jesus, and shalt believe in thine  that  hath raised Him from the , thou shalt be saved."
(Romans 10:9)

MARCH 26



Bible dig

Jesus lives again

Below is the story of Jesus' resurrection. Read the Scripture. Cross out the wrong words that are in brackets.

1. Jesus' body was placed in [a grave dug in a garden] [an unused tomb cut in a rock]. **Luke 23:53**
2. The priests and Pharisees asked Pilate to make the tomb secure so [no one could steal Jesus' body] [Jesus couldn't escape]. **Matthew 27:62-64**
3. Pilate put a[lock] [seal] at the door. **Matthew 27:66**
4. The first day of the week an earthquake caused the tomb to [open] [disappear]. **Matthew 28:2-3**
5. Early in the morning some women came to [roll away the stone from the door] [put spices on Jesus' body]. **Luke 23:55-56; 24:1**
6. When they saw the tomb was open, they [turned to go back to the city] [went inside the tomb]. **Luke 24:2-3**
7. An angel told them [that Jesus' body was stolen] [that Jesus is alive]. **Luke 24:5-7**
8. As they were hurrying, they were met by [another angel] [Jesus]. **Matthew 28:9**
9. The women were told to explain to the disciples that Jesus would meet them in [heaven] [Galilee]. **Matthew 28:10**

Talk-about questions

Why did Jesus let Himself be killed?

Why did Jesus stay dead three days instead of one day?

Why did Jesus come alive in His body instead of going directly to heaven?

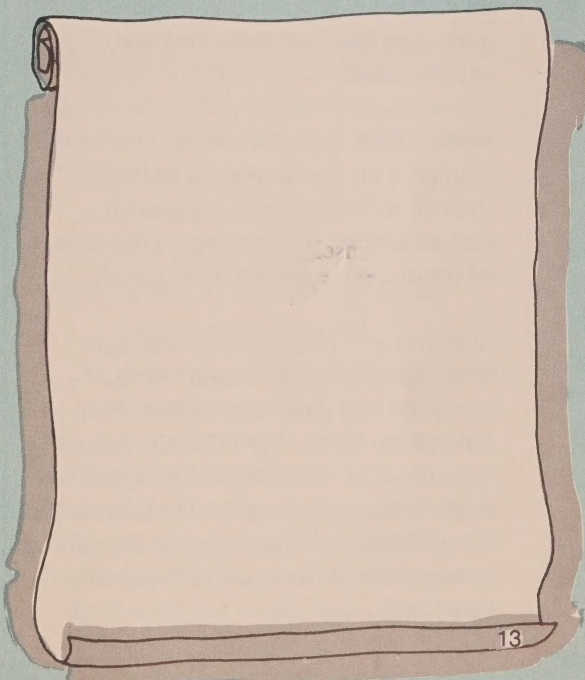
Don't just sit there do something!



Choose a partner. Work together to write "What Jesus' resurrection means to us."

You may use some of the words and phrases below to help you. Make them into sentences and add anything else you would like to say. Only use words below that say what you really feel and believe.

<i>all-powerful</i>	<i>died for my sins</i>
<i>lives today</i>	<i>forgiven</i>
<i>believe</i>	<i>live forever</i>



What Jesus teaches about trouble

"Kevin, Kevin! Wake up! We have to get out of the house—it's on fire!" Kevin scrambled down the stairs with his sister—choking from the smoke. Soon the whole family stood safely on the sidewalk.

But the house was ruined. When they looked at it the next morning they knew they would have to move and build a new house.

Everything was burned to ashes—gone, just like that. Even their pet cat was dead.

Kevin's eyes watered a little, and he blamed it on the smoke. He belonged to God, so he started to pray as he kicked around in the charred remains of what used to be the front porch.

Suppose you were Kevin's neighbor. What would you say to him? What if someone had died? Could you show Kevin from God's Word that Christians have life after death? Could you help Kevin understand that God knows all about his problems and has planned everything to work out for the good of those who love Him?



APRIL 2



Why do people die?



The way some think . . .

Read what these 12-year-olds have given as reasons for death. Do these reasons satisfy you?

HAL: "I suppose that if people didn't die there wouldn't be any death rate, and that after a while there wouldn't be enough food and there would be fights and famine and the world would end in confusion."

CLAUDIA: "I think that death is a very useful thing—people get old and out of touch with the world and they outlive their usefulness, so it is better if they die."

What do you think?

Have you ever asked why people die?
Why do good people sometimes die young
and bad people keep on living?
Why does somebody die when you pray
that he won't?
What happens to people when they die?

Why do people die?

God gave Adam instructions in the very beginning: "Don't eat from the tree of the knowledge of good and bad. The day you eat from it you will certainly die. . . . To the man He said, 'Because you listened to your wife and ate some fruit of the tree when I ordered you don't eat of it, cursed is the ground on account of you.' " (Genesis 2:17; 3:17, BECK)
Check the correct answer to each question.
What was God's warning if Adam chose to disobey God?

☐ You will certainly die.

☐ You will be punished.

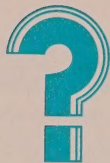
What happened to bring about death?

☐ God changed His mind.

☐ Adam chose to disobey and received what God promised.

Putting it all together

Through these assignments you will study what God says about life and death.
In class you will learn how Jesus overcame death once and for all. **John 11:1-46**



Why do all people die?

“One man brought sin into the world, and his sin brought death. And so because all have sinned, death spread to all people.” (Romans 5:12, BECK)

Unscramble the words to complete these sentences.

Sin entered the world when MADA

ADAM sinned. The result of sin was ADEHT DEATH. Death spread to all people because everyone has NNEIDS SINNED.

Who lives forever?

Read John 3:16-18, 36. In these verses God tells about two groups of people. Some are condemned by God. Others are not condemned because they have believed in His Son.

Draw lines to match the words CONDEMNED and BELIEVERS to the correct phrases.

CONDEMNED ~~Have everlasting life~~
BELIEVERS ~~Do not have eternal life~~
Will face God's anger

What happens to Christians when they die?

Read 2 Corinthians 5:6-9. Cross out the wrong words in brackets.

While a Christian is alive on earth or “at home” in his body, he is [absent from] [present with] the Lord. When a Christian dies and leaves his body, he is present with the Lord immediately.

How should a Christian feel about dying?

“For to me to live is Christ, and to die is gain....and to be with Christ, which is far better.” (Philippians 1:21, 23)

Cross out the wrong words in brackets.

When a Christian dies he [gains] [prays for] happiness, for he is able to live with Christ. This is [as good as] [far better than] life on earth.

Remembering God's Word



“He which raised up the Lord Jesus shall raise up us also by Jesus.”

2 Corinthians 4:14

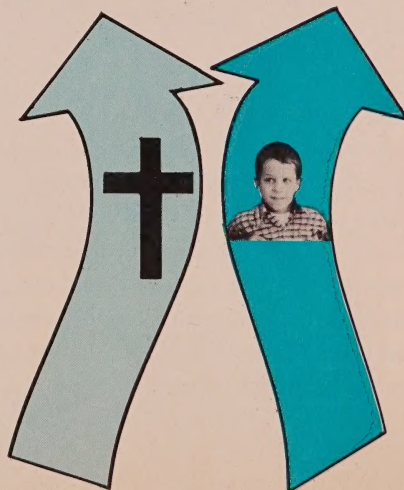
God's power raised up Jesus from the dead.

He promises to give you eternal life if you believe in Him.

Make two construction paper arrows.

Draw a cross on one arrow. Paste a picture of yourself on the other arrow.

Hold up the arrow with the cross as you say the first half of the verse about Jesus. Hold up the arrow with your picture on it as you say the second half of the verse about yourself.



APRIL 2



Bible dig

Lazarus—alive after death



Read the newspaper headlines and stories. An error is circled in each account. Mark in the box the number of the correct word from the list.

1. out loud 3. Lazarus 5. dead
2. Mary 4. Jesus

Jesus Knows When Someone Dies

- ☐ Jesus heard that His friend Mary was sick. John 11:3-6
- ☐ Jesus told His disciples, "Our friend sleeps." He meant their friend was resting. 11:11-13

Don't just sit there—do something!

Read these Scriptures to help you trust God's ways even in death.

" 'My thoughts are not your thoughts, neither are your ways My ways,' saith the Lord. 'For as the heavens are higher than the earth, so are My ways higher than your ways, and My thoughts than your thoughts.' " Isaiah 55:8-9



Jesus Cares About Sorrow

- ☐ Eyewitnesses said that when Jesus saw Lazarus and the friends weeping, He wept. 11:32-40

Jesus Promises Life Forever

- ☐ Lazarus said, "I am the Resurrection and the Life. Anyone who believes in Me, even though he is dead, shall live eternally." 11:25-26

Jesus Has Power Over Death

- ☐ Those present at Lazarus' tomb heard Jesus pray silently. Then they heard Him call out Lazarus. 11:41-44

Talk-about questions

Why did Jesus let Lazarus die and then bring him back to life?

Since Jesus knew raising Lazarus would get Himself killed, why did He do it?

What did Jesus mean when He told Martha that whoever believes in Him will "never die"?

"We know that all things work together for good to them that love God, to them who are the called according to His purpose." Romans 8:28

"God shall wipe away all tears from their eyes. And there shall be no more death, neither sorrow, nor crying, neither shall there be any more pain. For the former things are passed away." Revelation 21:4

APRIL 9



What about God and sickness?

Sirens wail. An ambulance speeds to the hospital. A team of doctors and nurses is ready. There is medicine and equipment. The patient will receive a clean bed, food, care, and rest.

Try to imagine what it would be like without hospitals and doctors. Sick people would not have good medical care. That was what it was like when Jesus lived on earth.

People tried to keep everything clean, but sometimes the food spoiled. There were no refrigerators. And the water had dirt in it. The people couldn't control flies and bugs, so there were fevers and sores.

The bright sunlight and blowing dust caused sore eyes and eye diseases. People went blind without eye drops or eye glasses.

In those days there were few cures for diseases. Sick people like lepers had to live outside of town.

There were doctors but they did not know much about medicine. Many times their cures did not work.

You could not walk down a village street without seeing many blind, deaf, lame, or sick. Some just sat at the side of the road. At night they huddled in their rags.

Then Jesus came

News spread through the villages. There was One who could heal! Wherever Jesus went, the sick began to follow.

How far to find healing?

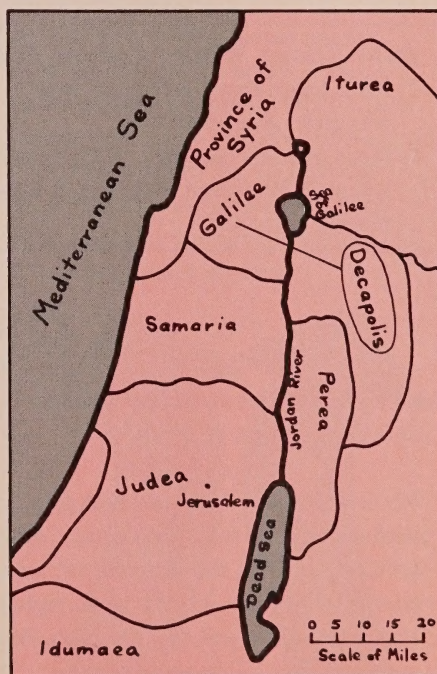
"His fame went throughout all Syria. And they brought unto Him all sick people.

... And there followed Him great multitudes of people from Galilee, and from Decapolis, and from Jerusalem, and from Judea, and from beyond Jordan."

(Matthew 4:24-25)

Find these places on the map on this page.

Circle the places mentioned in the verses. Then draw a line from each place to Galilee, where Jesus was. One is done for you on the map.





Why miracles?

“Then said Jesus unto him, ‘Except ye see signs and wonders, ye will not believe.’ ”
(John 4:48)

Cross out the wrong words in brackets.
Jesus said people wanted miracles because unless they saw [signs and wonders] [God’s Son] they would not [be healed] [believe He is God’s Son].

The source of miracle-power

Read the verses below. Put the number of the verse in front of the sentence it matches.

- (1) “I and My Father are one.” (John 10:30)
- (2) “Jesus of Nazareth, a Man approved of God among you by miracles and wonders and signs which God did by Him in the midst of you.” (Acts 2:22)
- (3) Jesus “went out, and departed into a solitary place, and there prayed.” (Mark 1:35)

- _____ Jesus prayed.
- _____ Jesus is one with God.
- _____ God did wonders through Jesus.

Why so much time for the sick?

Read Matthew 14:14. Circle the letter in front of the sentence that best tells why Jesus spent so much time healing the sick.

- (a) Miracles would make Jesus famous.
- (b) He felt such pity and kindness for those who were sick.
- (c) He couldn’t get away from the sick.

Remembering God’s Word



“ ‘My thoughts are not your thoughts, neither are your ways My ways,’ saith the Lord. ‘For as the heavens are higher than the earth, so are My ways higher than your ways, and My thoughts than your thoughts.’ ”
Isaiah 55:8-9

So you are down in bed with a tummy ache and fever. It’s the day of the class field trip. “Why me?” you want to know. Does God have it in for you? How should you feel about sickness and accidents? Read the verses written out in phrases below. Before each phrase that refers to God, draw an arrow (↑) pointing up. Point the arrow (↓) down when the phrase refers to you. The first two are done for you.

↑ “ ‘My thoughts are
↓ not your thoughts,
neither are your ways
My ways,’ saith the Lord.
‘For as the heavens are higher
than the earth,
so are My ways higher
than your ways,
and My thoughts
than your thoughts.’ ” (Isaiah 55:8-9)

Putting it all together

You have seen how God feels about those who are sick.

In class you will study reasons Jesus gave for sickness. **Luke 13:10-17; 5:17-25; John 9:1-7;**

Matthew 9:27-31; 2 Corinthians 12:7-9

APRIL 9



Bible dig

Jesus gives reasons for sickness

When Jesus was healing He talked about why there was sickness. Read the Scripture and circle the correct answer to each question.

Why a woman was crippled

What was the woman's trouble? Luke 13:11

fever doubled over

What was the complaint against Jesus?

13:12-14

He wasn't a doctor. It was the Sabbath.

Who held the woman in the "bondage" of sickness all those years? 13:15-17

witches Satan

Why a man was paralyzed

How was the sick man brought to Jesus?

5:18-19

through the door through the roof

What did Jesus first say to the man? 5:20-24

"Your sins are forgiven."

"Have faith to walk again."

Why a man was born blind

Why did the disciples think the man was blind? John 9:2

punishment for sin he hit his head

What reason did Jesus give for the man's blindness? 9:3

to show God's power

to punish the man

Why is there sickness?

(Your teacher will help you complete this chart.)

X It is caused by sin.

X It is used by Satan.

X It is to show God's power.

X It may be for our good.

Talk-about questions

What is necessary for the Lord to heal anyone?

Does the Lord always heal when a person believes He can?

How should you feel, and what should you do, if God lets you get sick or disabled?

Don't just sit there—do something!



Are you sick or weak right now? Do you know someone who isn't well? How will you pray? Here are some starter thoughts. Use them to write a prayer for healing—for yourself or someone else.

praise faith thanks God's will

Dear Lord,

In Jesus' name, Amen.

APRIL 16



What about storms, earthquakes, fires?



This was Faith Academy, a school for missionary children in the Philippines. On November 19, 1970, the violent winds of a typhoon roared in from the sea. The school was badly damaged and some buildings were completely destroyed. The typhoon destroyed over one-half of the school buildings.

Where was God in all this? Was this His punishment for something? Why did He let the storm destroy so much?

Study God's Word to see what He has to say about disasters.

Putting it all together

The Lord has power over all forces in life.

He does not always take the Christian out of disaster. He often takes him safely through the disaster.

In class you will study how the Lord controlled a natural force. **Mark 4:35-41**

God and you in disaster

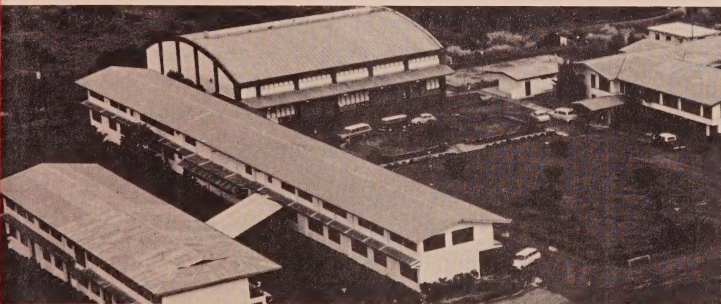
God created nature. He is all-powerful.

When nature gets out of hand, you wonder why God doesn't stop the trouble before it touches the Christian.

Read the following Bible verses. They describe disasters and give promises from God about times of trouble.

Complete the puzzle with the disasters described in the verses. Use the words in the storm cloud to help you. A words go across. D words go down.

Then unscramble the words to complete God's promises.



“God is our refuge and strength, a very present help in trouble. Therefore, will not we fear, though the earth be removed, and though the mountains be carried into the midst of the sea.”

(Psalm 46:1-2)

These verses seem to describe an **1D**.

In any kind of trouble, God is a help—our refuge and **HENTSRGT** strength.

“In the floods of great waters they shall not come nigh unto him. Thou art my hiding place. Thou shalt preserve me from trouble.” (Psalm 32:6-7)

A disaster of water is a **2A**.

God is your **GINHDI** Hiding place. He even keeps you from trouble.

God “commandeth and raiseth the stormy wind... Then they cry unto the Lord in their trouble, and He bringeth them out of their distresses. He maketh the storm a calm.” (Psalm 107:25, 28-29)

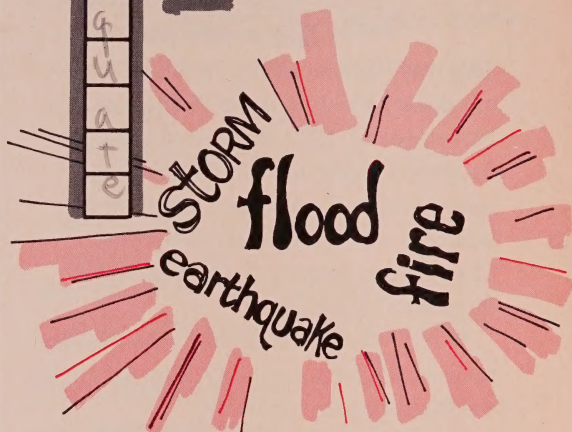
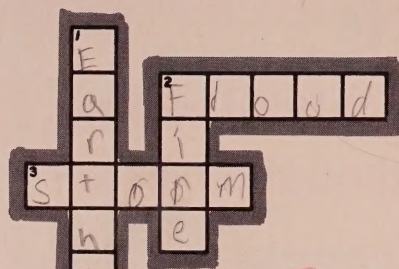
A disaster which happens on land and sea is a **3A**.

God is able to make the storm **MALC** calm. He can save you from all troubles.

“When you walk through fire, you will not be burned, and the flames will not scorch you.” (Isaiah 43:2, BECK)

God’s power is greater than a disaster of **2D**.

God can keep you from being **RENUBD** burned, if it is His plan for you. This includes “fires” of persecution.



Remembering God’s Word



“We know that all things work together for good to them that love God, to them who are the called according to His purpose.”

Romans 8:28

God plans that everything which happens to us will work to our good. This is true if we are willing to accept His purpose for us.

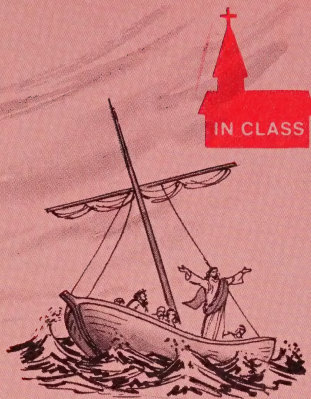
Say the verse with a different disaster in place of “all things” each time. See how many times you can do this.

Example: “We know that *tornados* work together for good to them that love God, to them who are the called according to His purpose.”

(Romans 8:28)

APRIL 16

Bible dig



Jesus stills a storm

In class you heard how the Lord controlled a natural force. Circle the word or phrase which completes each sentence.

Mark 3:7; 4:35 Jesus was in a boat on the *Dead Sea.*

Sea (Lake) of Galilee.

4:35 Crossing the lake was the idea of Jesus. *the disciples.*

4:37a Suddenly there was a *thunderstorm.* *windstorm.*

4:37b The boat was in trouble. It *filled with water.* *overturned.*

4:38a While this was happening, Jesus *slept.* *helped the disciples.*

4:38b The disciples woke Jesus and *said He didn't care if they died.* *kept the boat afloat.*

4:39a Jesus told the *disciples to be still.* *wind and waves to be still.*

4:39b The wind stopped *immediately.* *gradually.*

4:40 When it was over Jesus *went back to sleep.* *questioned the disciples' faith.*

Talk-about questions

Might Jesus have drowned in the storm?

Why did the storm come?

Will the Lord stop disasters today as He did in Bible times?

What will the Lord do for us if He doesn't take away the disaster?

POW!
BANG....
LET'S GO!

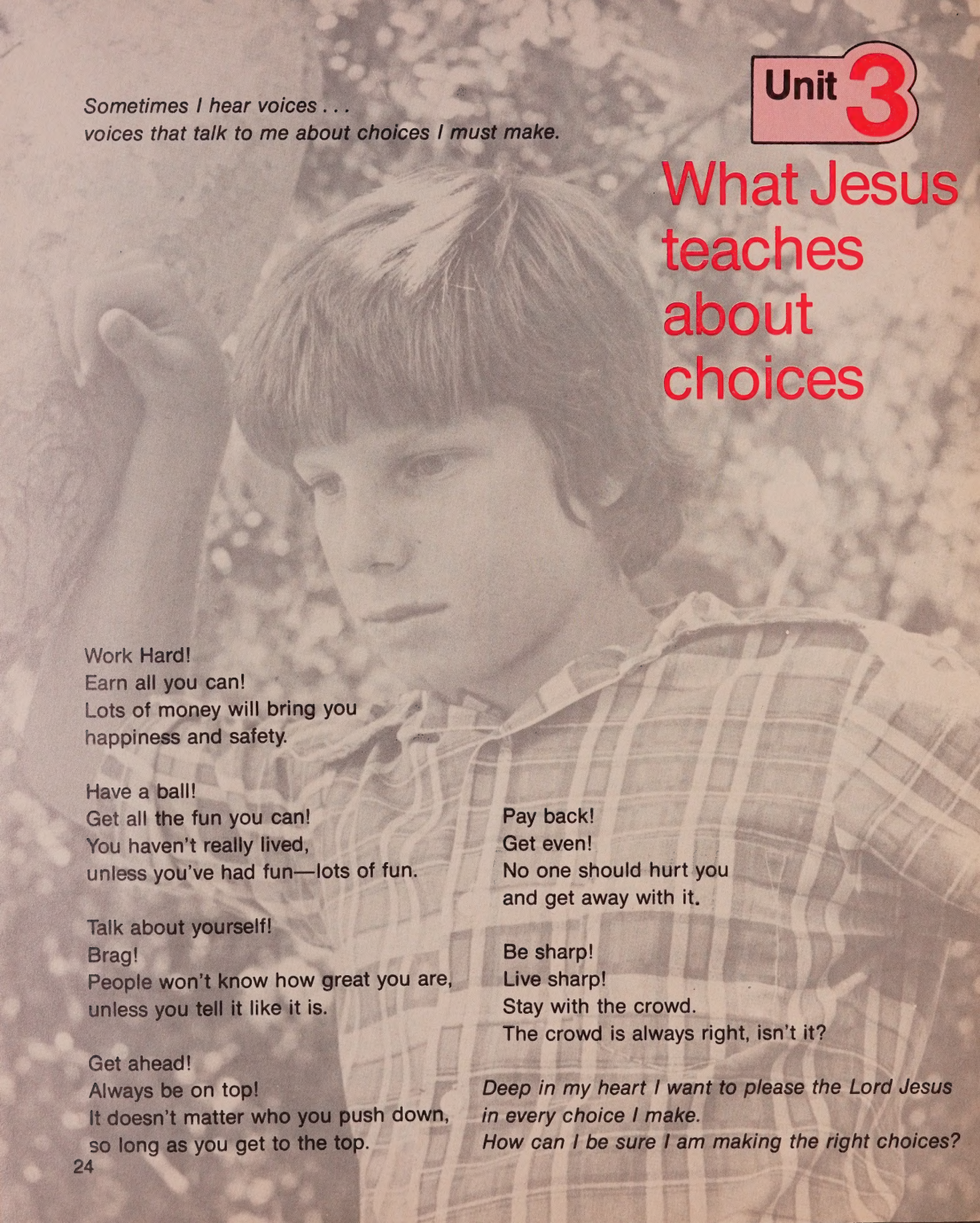
Don't just sit there— do something!

Below are headlines for two troubles in nature you may have learned about.

Put the number of the headline in front of the "good" that can come from this trouble.

- ① **TYPHOON DESTROYS FAITH ACADEMY**
- ② **SNOWBOUND STUDENTS ESCAPE DEATH**

- ___ Teaches us to have confidence in the Lord
- ___ People hear about the need to pray and give
- ___ Reminds us to do better in living to please the Lord
- ___ Encourages others to have confidence in God's power
- ___ Reminds us to memorize God's promises as in Romans 8:28
- ___ We can learn to be strong and patient in trouble
- ___ Use the experience to tell others of the Lord's power, help, and peace.



Unit 3

*Sometimes I hear voices . . .
voices that talk to me about choices I must make.*

What Jesus teaches about choices

Work Hard!
Earn all you can!
Lots of money will bring you
happiness and safety.

Have a ball!
Get all the fun you can!
You haven't really lived,
unless you've had fun—lots of fun.

Talk about yourself!
Brag!
People won't know how great you are,
unless you tell it like it is.

Get ahead!
Always be on top!
It doesn't matter who you push down,
so long as you get to the top.

Pay back!
Get even!
No one should hurt you
and get away with it.

Be sharp!
Live sharp!
Stay with the crowd.
The crowd is always right, isn't it?

*Deep in my heart I want to please the Lord Jesus
in every choice I make.
How can I be sure I am making the right choices?*

Treasures on earth or in heaven?

How would you like to wake up to a million dollars? Jack Buras did just that!

Jack, his wife, and baby lived in a small house in Arkansas. He worked hard planning church music and directing choirs in his church.

Ever since 1915 oil had been pumped on an island in the Mississippi River. Jack's family claimed the island was part of their land. The state claimed the island belonged to it.

The case went to court and stayed there. But the oil was still pumped. The profits were put in the bank until the court decided who should have them.

Finally in 1970, the Supreme Court awarded the Buras family \$88 million. Jack Buras' share came to \$8 million.

Think what a difference \$8 million could make in Jack's life! How would *you* spend it?

What God says about riches

Today many people rush around trying to earn more money so that they can buy more things. They think they will be happier!

Read the Bible verses to learn God's answers to some questions about riches. Circle T before each true statement. Circle F before each false statement.

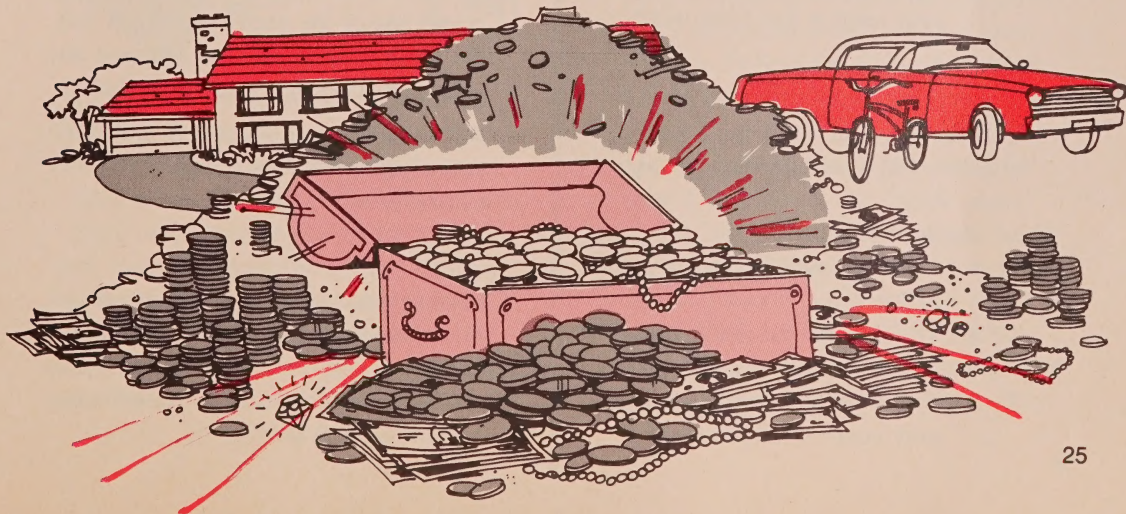
There's a problem?

What does God say about having quite a bit of money?

"When thou hast eaten and art full, then thou shalt bless the Lord thy God for the good land which He hath given thee. Beware that thou forget not the Lord thy God." (Deuteronomy 8:10-11)

T F All wealth is given by God.

T F When you have wealth, it is easy to forget God.





When is enough?

How does someone who wants many things feel when he gets them?

“He that loveth silver shall not be satisfied with silver.” (Ecclesiastes 5:10)

T F He isn’t satisfied, even when he gets all he wants.

T F He finds riches very satisfying.

“If you work, sleep is sweet whether you eat little or much, but a rich person’s stomach is too full to let him sleep.” (Ecclesiastes 5:12, BECK)

T F The rich man sleeps well, but the worker does not.

T F The working man, no matter how little he eats, sleeps better than the rich man.

T F Being rich does not always mean your mind is free from worry.

Treasure forever

A Christian shouldn’t love the world’s treasures and spend his time getting them. Why?

Read Matthew 6:19-21.

T F Treasures stored on earth cannot be harmed.

T F The kind of treasure stored in heaven will always last.

T F Your heart is going to be wherever your treasure is.

Everything I need

How are the needs of Christians met?

Read Matthew 6:25-26, 33.

T F God takes care of you much as He does the birds, so you don’t have to work anymore.

T F If Christians do God’s will first, then God will see that they have the things they need.

Remembering God’s Word



“My God shall supply all your need according to His riches in glory by Christ Jesus.”

Philippians 4:19

Write some needs that you have right now.

Here’s a way to memorize God’s promise.

Name one of the needs you listed. Say the verse three times. The last time put in a need you listed. “My God shall supply all *my need* for _____, according to His riches in glory by Christ Jesus.”

Putting it all together

Christians must not trust in riches nor put them before pleasing God.

In class you will study about a rich young man who had to choose between riches and Jesus. **Mark 10:17-31**

APRIL 23



Bible dig

A rich young man makes a choice



Cross out the wrong words in brackets.

The big question

Mark 10:17 The young man wanted [eternal life] [to be a disciple]. He thought he could [find] [do] something to get to heaven.

10:21 Jesus [honored] [loved] the man and wanted him to have eternal life. Jesus told him to [sell] [save] everything and follow Him.

10:22 The man had to choose between riches and God. He chose [God] [riches].

The big truth

10:25 Jesus said it is harder for the rich to be saved than for a camel to go [without water] [through the eye of a needle].

10:27 The rich can be saved because all things are possible with [God] [money].

Talk-about questions

If the rich man couldn't be saved by giving away riches, why give them away?

How should Christians feel about money?

How do you store up "treasure in heaven"?

Don't just sit there—do something!



"But I want it!" How many times have you said that? The juniors below want something. Speak for the last person in each section. Give what you think is God's answer.

SUSIE: Dad says there is not enough money to send us to camp and pay bills too.

BILL: I wish we were rich. Then we could have everything we want and not worry.

SUSIE: I remember what God says about needs in Philippians 4:19 and Matthew 6:33. I think we should . . .

BARBARA: I want a whole new outfit for Aunt Linda's wedding.

MOTHER: But I just made you a lovely new Easter dress. That ought to do nicely.

BARBARA: I wear that on Sunday. It will be old by then. I want something new.

MOTHER: Don't forget, we are giving more to missions now. Besides, God says in 1 Timothy 6:6-8 . . .

The world's pleasure or God's joy?

Have you ever sat in a field and dreamed wonderful daydreams?



Daydreams are usually pleasant things you would like to do or be or have, like . . .

- a ranch with lots of horses.
- an amusement park with free tickets to everything.
- good grades in school.
- a contest with you the winner.

What is your most special pleasure-dream?

Pleasure sounds like something to make people happy. But all pleasure may not be good. Can pleasure give lasting joy? Study what God has to say about pleasure and joy.

Get ahold of joy

Read the Scripture and do your assignments. Find out about lasting pleasure.

The man who had everything

Once there was a king who decided just to make himself happy. He built buildings and pools of water. He planted rich farmlands and owned many cattle and sheep. He kept many servants because he had much silver and gold.

Read how he felt about all his pleasure.

“Vanity” means *empty* or *worthless*.

“I looked on all the works that my hands had wrought . . . and, behold, all was vanity . . . and there was no profit under the sun.” (Ecclesiastes 2:11)

Check what this king discovered from his experiment.

- _____ He learned that all these pleasures made him very happy.
- _____ He learned that none of these pleasures lasted.

So what's wrong with the world's pleasures?

Read 1 John 2:15. Write in the missing words to complete the sentences.

Do not love the _____ or the _____ in the _____.

If you love what belongs to the world, the _____ of _____ is _____ in you.

For happiness that lasts

Read 1 Peter 1:8. Cross out the wrong words in brackets.

Happiness that lasts comes from [having fun all the time] [loving and trusting Jesus]. This kind of joy is [not too exciting] [too great for words].

How to tell an OK pleasure

Read the verse and underline the six ways to measure if a pleasure is OK.

“Whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things.” (Philippians 4:8)

Remembering God's Word



“These things have I spoken unto you, that My joy might remain in you, and that your joy might be full.” John 15:11

Jesus tells how you get joy. Notice that the verse divides into three parts. Each part is separated by a comma.

Print the missing words to each part of the verse as you answer these questions:

What things give you joy?

These _____ have I _____ unto _____,

What remains in you? (Whose joy is it?)

that _____ joy might remain in _____,

How much joy do you have?

and that your _____ might be _____.

Say the three phrases in the verse until you know them from memory.

Putting it all together

The point of these assignments is that some things which seem like fun don't bring God's lasting joy.

In class you will learn about a pleasure-seeking fool who lost his joy and 70 disciples who found theirs.

Luke 12:13-21; 10:1-20





Bible dig

A rich fool loses out; the Seventy find joy

This week compare phony pleasure and real joy. Circle T before each true statement. Circle F before each false statement.

A rich fool loses out Luke 12:13-21

- T F A man asked Jesus to make his brother share his inheritance. 12:13
- T F The man's trouble was pride. 12:15
- T F Jesus said the best part of life is having many things. 12:15
- T F Jesus told about a rich man who chose to use his wealth for good. 12:16-19
- T F The Lord called him a fool because he did not store up riches in heaven. 12:20-21

Talk-about questions

What did this rich man have to decide?
How many times did he say "I" or "my"? 12:17-19

Which words in the drawing (equation) fit this man?

The Seventy find joy Luke 10:1-20

- T F Jesus warned His disciples that their assignment was not easy. 10:3
- T F Each team of two was to take money, extra clothes, and weapons. 10:4
- T F When the Seventy returned, they were happy because of what they were able to do. 10:17
- T F Jesus said they should not rejoice in power. They should rejoice because their names were written in heaven. 10:20

Talk-about questions

What choice did the Seventy have to make?
Why were the Seventy happy? (Explain from the words on the drawing.)
What brings lasting happiness?



serving self+riches=0

serving Jesus-riches=joy

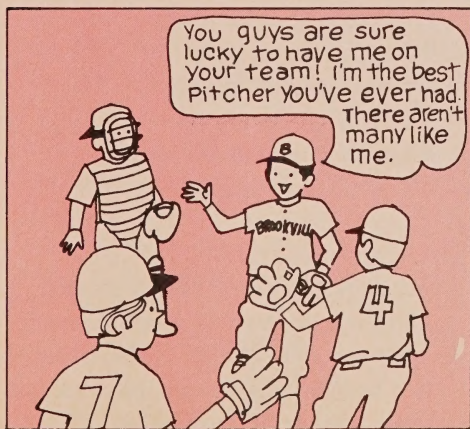
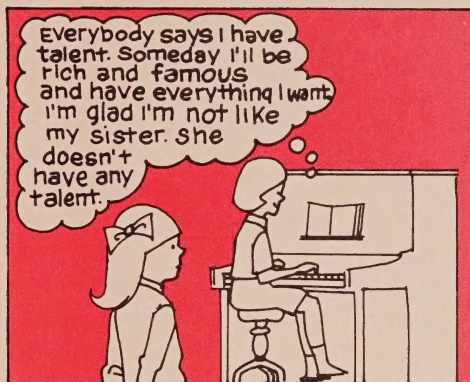


Proud or humble?

Do you know anyone who acts like he or she is better than anyone else? Perhaps one of the pictures reminds you of this person. Maybe it reminds you of yourself!

It is true that each person can do something well. But does that make him better in God's sight?

What's wrong with feeling better than others, or superior?



Who's better than whom?

Did you ever think of ways you can feel about yourself?

There are different ways to feel proud.

Some ways are OK.

Read the statements below. Then draw a line from each "feeling" word to the statement that describes it. One is done for you.

- | | |
|---------------------|--|
| <i>delight</i> | You should feel proud when you do well. |
| <i>pride</i> | Have pride in yourself. |
| <i>self-respect</i> | If you can't admit you are wrong, you are guilty of pride. |

Yes, there is more than one kind of pride.

It is all right to feel delight and self-respect about yourself, but not conceit-pride.





So what's wrong with conceit-pride?

"What do you have that wasn't given to you? And if it was given to you, why do you brag as if it hadn't been given to you?" (1 Corinthians 4:7, BECK)

Circle T before each true statement. Circle F before each false statement.

- T F You are better than others.
T F You received what you have and are from God.
T F You work for everything you have or are.

A word to the wise

Here are some things you should know about conceit-pride.

Write the number of the verse next to the statement that best explains it.

1. The Lord has "respect unto the lowly, but the proud He knoweth afar off."
(Psalm 138:6)
2. "Do you see a man who is wise in his own eyes? There's more hope for a fool than for him." (Proverbs 26:12, BECK)
3. "Another person should praise you and not your own mouth, a stranger, and not your own lips." (Proverbs 27:2, BECK)

- _____ When it comes to praising yourself, another person should do it.
_____ Those with conceit-pride are known by the Lord from far off.
_____ A conceited man is worse than a fool.

It doesn't pay off anyway

There are some unhappy outcomes of feeling better than others. Read the Bible verses. Then cross out the wrong words in brackets.

Read James 4:6-8 and Galatians 6:3.

God [resists or opposes] [gives help to] the proud and haughty people. If a man thinks he is something when he is really nothing, he is [helping] [fooling] himself.

Remembering God's Word



"I say . . . to every man that is among you, not to think of himself more highly than he ought to think, but to think soberly."

Romans 12:3

Mini-dictionary

man	<i>person</i>
highly	<i>puffed up, conceited</i>
soberly	<i>honestly, humbly</i>

Say the verse and reference after each temptation to pride below.

- People like me best.
- I don't do bad things.
- I know all the answers.
- I give more than anybody.
- I never misbehave.

Putting it all together

Conceit-pride is sinful. God is pleased when you are humble about yourself.

In class you will compare a proud Pharisee to a humble publican and discover how Jesus rated each. **Luke 18:9-14**

MAY 7



Bible dig

A proud Pharisee and a humble publican

Rate these two men from Luke 18:9-14.
Circle the correct answer or answers.



Rate me proud

What does the Pharisee say he is not like?

Luke 18:11

others the publican (tax collector)
cheaters swindlers extortioners
unjust evildoers adulterers

How often does he go without food (fast) to pray? 18:12

once a week twice a week

How much does he give? 18:12

a tithe or tenth of everything
a tithe or tenth of just his crops

Rate me humble

Where did the publican stand in the temple?

18:13

in the middle at a distance

When he looked down and prayed, what did he say? 18:13

"God, see how humble I am."

"God, be merciful to me a sinner."



Check it out with Jesus

Which man went home forgiven—just as if he had never sinned? 18:14

Pharisee publican

What happens to those who exalt (pride) themselves? 18:14

They will be humbled (abased).

They will be exalted (honored).

Talk-about questions

To whom was the Pharisee talking? To whom did he compare himself?

Why did the Lord say the publican was the one who was right (justified) with God?

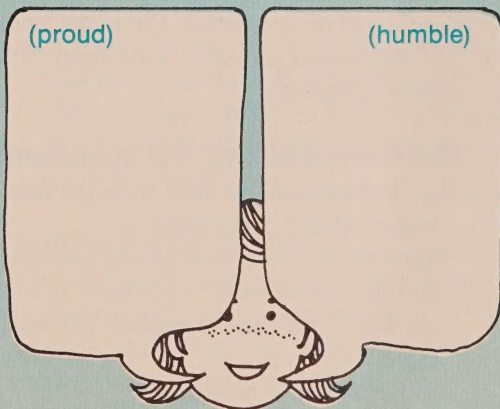
What is wrong with conceit-pride?

If you can do something better than others, does God want you to say you can't?

Don't just sit there—do something!

Now...HURRY..

Think of something you do well. Now write or draw what you will say or do about it if you are showing conceit-pride. Then write or draw what you will say or do about it if you are humble.



Being first or last?

Do you like to win, or come in first in a contest? Do you like to sit next to a Very Important Person? Do you like to receive an award, or be the center of attention?

Do you like to get the best grade, score the most points, be chosen captain of a team? Who doesn't?

Everyone likes to be important and have people notice him. Most people want to get ahead and be somebody.

But how? Find out what God says about being important.

How to be great—with God

The Pharisees in Jesus' day thought they knew what to do to be great. They liked to be Very Important Persons (VIP's). Jesus spoke against their ways of getting greatness. He taught what true greatness is and how to get it.

Read the Scripture verses. Circle the letter of the correct ending to what Jesus says about greatness.

The Pharisees say: Act important!

The Pharisees thought they were the most important and best people.

"Whosoever will be chief among you, let him be your servant." (Matthew 20:27)

Jesus says: The chief or greatest person is the one who . . .

M has power over people.

G serves others.





The Pharisees say: Show off!

“When you give to the needy, do not let your left hand know what your right hand is doing. . . . When you pray, go into your room, close the door and pray to your Father, who is unseen. Then your Father, who sees what is done in secret, will reward you.” (Matthew 6:3, 6, NIV)

Jesus says: When you do good deeds and pray . . .

P keep quiet about your goodness at the time, but let people know later.

R do good in private where no one sees, and let no one know but God.

The Pharisees say: Get ahead!

“If you feel a bitter jealousy and a selfish ambition in your hearts, don’t brag and lie against the truth. . . . Where there is such jealousy and selfishness, there is confusion and every kind of evil.”

(James 3:14, 16, BECK)

Jesus says: Jealousy and selfishness . . .

D make you work harder.

E bring disorder (confusion) and other evils.

The Pharisees say: Favor VIP’s

Read James 2:2-5. If you find the word “respect,” it means *favoritism* or *show favor to*.

Jesus says . . .

A don’t favor the rich and look down on the poor.

T get favor with rich, important people.

If you have circled the correct letters, they will spell the word that completes this sentence:

“If one of you desires to be

— — — — **I**, let him be your servant.” (Matthew 20:26, NOR.)

This is God’s way to true greatness.

Remembering God’s Word



“Let nothing be done through strife or vainglory. But in lowliness of mind let each esteem other better than themselves.”

Philippians 2:3

Mini-dictionary

strife—selfishness or selfish ambition

vainglory—pride or conceit

lowliness—humility

esteem—think highly of

On a piece of paper write a paraphrase of the verse. Substitute the definitions above for the words in the verse. This will help you understand the true meaning of the memory verse.

Now think of a way you try to be important.

This week’s verse is God’s instructions when you are tempted to try to be first. Say the verse several times to remind yourself of God’s way.

Putting it all together

The way people try to be important is not always God’s way to greatness.

In class you will find out what Jesus said about dinner guests who thought they were “number 1.” **Luke 14:1-14**

MAY 14



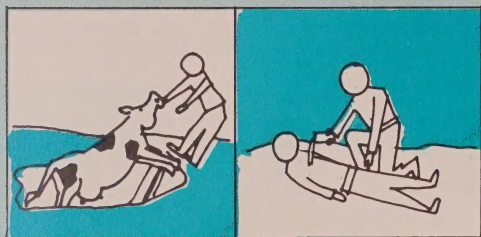
Bible dig

Jesus and true greatness

Do it my way!

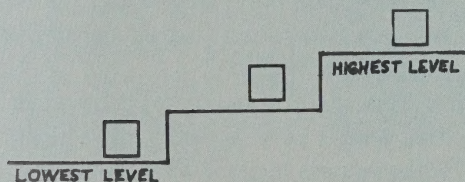
Read Luke 14:1-6. Draw an arrow from each statement to the correct picture.

- Pharisees let people do this.
- Pharisees would not allow this.

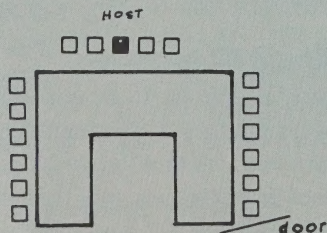


Me first!

Read Luke 14:7-11. Check the dining level the Pharisees headed for. 14:7



Check which seat they rushed to get. 14:7



In Jesus' story circle what happened to the man who took the best place. 14:8-9

- Everybody admired him.
- The host gave the seat to a more honored guest.

Circle the place Jesus said to take. 14:10

- Take the lowest place so the host can say, "Move up higher."
- Take the highest place so the host can say, "Go down lower."

Look who I'm with!

Read Luke 14:12-14. Circle which ones to invite to your party.

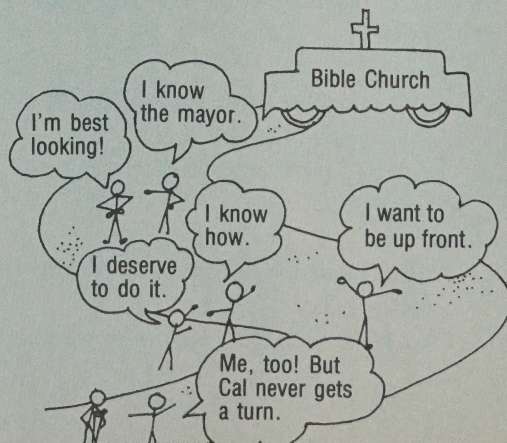
- Only important ones who will invite you to their parties.
- Include those who can't do favors for you or give you parties.

Talk-about question

If the important Pharisees weren't great with God, who is?

Don't just sit there—do something!

Who will ride the church float in the parade? Put yourself in the picture and decide which junior you are.



MAY 21



Getting even or getting right



What do you feel like doing if . . .

You are blamed for
hurting,
taking,
breaking,
cheating?

BUT YOU ARE NOT GUILTY!

Somebody copies your work,
borrows
and won't give back,
or talks about you
to others?

BUT YOU ALWAYS TRY TO BE NICE.

How about an “eye for an eye”?

The following verses were written in the Old Testament. They were to guide someone judging between a person who was hurt and the one who did the hurting.

“If any mischief follow, then thou shalt give life for life, eye for eye, tooth for tooth, hand for hand, foot for foot.”
(Exodus 21:23-24)

Check the answer to the question.

What does God expect to be done when someone wrongs you on purpose?

- ___ The person should repay you evenly for the wrong.
- ___ The person should pay back double for wronging you.

Try the Lord's way when wronged

Read Ephesians 4:32. Then write in the missing word to complete the sentence.

Forgive others just as _____
has forgiven you.

It's hard but it works

"Do not repay anyone evil for evil. . . .

If it is possible, as far as it depends on you, live at peace with everyone. Do not take revenge, my friends, . . . for it is written: 'It is mine to avenge, I will repay,' says the Lord. On the contrary, if your enemy is hungry, feed him; if he is thirsty, give him something to drink. In doing this you will heap burning coals on his head." (Romans 12:17-20, NIV)

Cross out the wrong statements below.

- (a) Let God take care of those who wrong you.
- (b) Get even with those who hurt you.
- (c) Stick up for your rights.
- (d) Try to get along with others, even those who wrong you.

Here's why it works

Read Mark 11:25-26. Cross out the wrong words in brackets.

When you are not right with others, you are not right with [your parents] [God] either. When you forgive others, then you are [brought back to] [separated from] fellowship with God.

Remembering God's Word

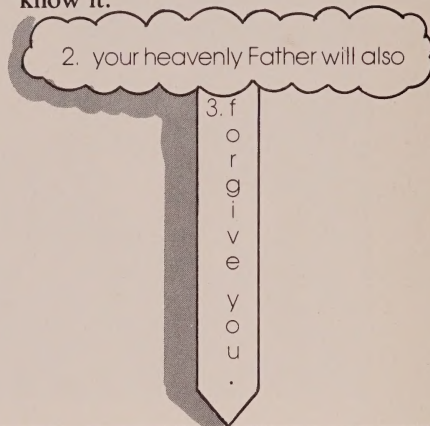


"If ye forgive men their trespasses, your heavenly Father will also forgive you."

Matthew 6:14

"Trespasses" means *wrongdoing*.

Use the pictograph below to help you say the verse phrase by phrase until you know it.



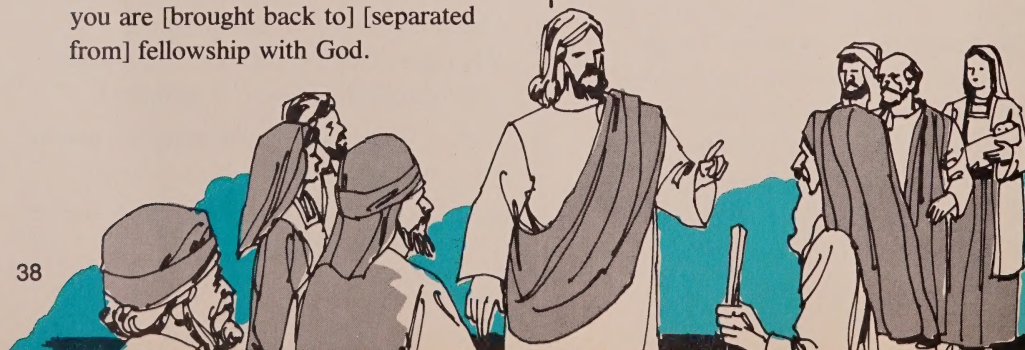
1. If ye forgive  their trespasses,

Putting it all together

When you are wronged, God's way is for you to forgive the person who wronged you.

In class you will study stories Jesus told about how to treat trespassers.

Matthew 18:15-35

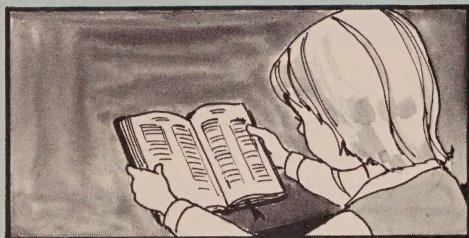


MAY 21



Bible dig

Jesus tells about getting right



How to deal with trespassers

Read Matthew 18:15-17. Someone wrongs you. Number the steps below in correct order of what to do. One is done for you.



Take a couple of friends with you when you talk to the person who wronged you.



Have your leaders decide who is right.



If the trespasser won't listen and set things right, avoid him.



1 Talk to the trespasser privately about the problem.

How much to forgive

Read Matthew 18:21-22. Draw a line from the number of times a person should be forgiven to the one who said it.

7

Religious leaders

70 x 7

Peter

3

Jesus

The unforgiving servant

Circle the answers from Matthew 18:23-35.

How much did the first servant owe the king?

10,000 talents

100 pence

How much did the second servant owe the first?

10,000 talents

100 pence

Why should the first servant have forgiven the servant who owed him?

He was a good man.

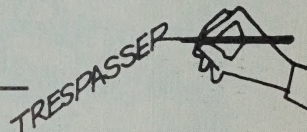
His larger debt had been forgiven.

Talk-about questions

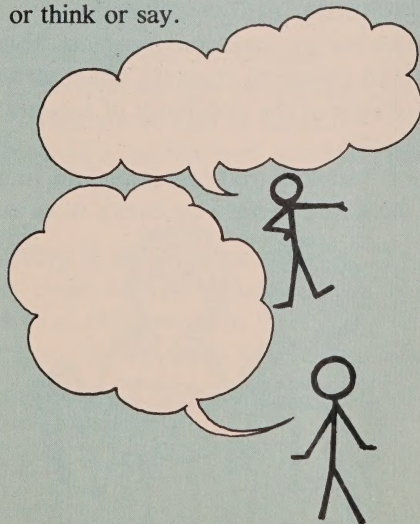
Why can't you use the Old Testament teaching "an eye for an eye" to hurt someone who hurts you?

Why should you forgive those who hurt you?

Don't just sit there—do something!

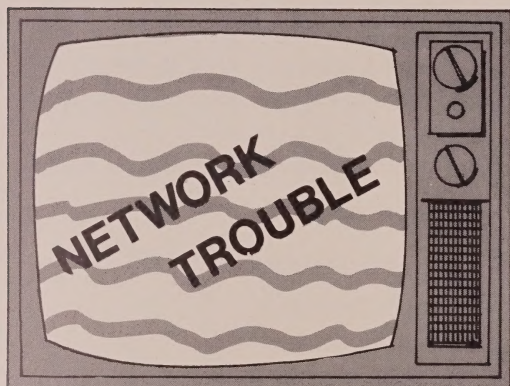


Complete the picture below. Write in what you think the "trespasser" is saying to hurt you. Write in what you should feel or think or say.



Choosing right or wrong?

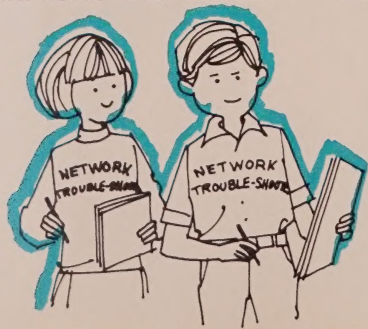
Suppose your life were like television. Everything you do would be in plain view. Would you be happy to show your thoughts bright and clear? Or would you rather blank out what you are doing?



Blackouts on the network

Following are some true problems. You must choose to show the bright picture of right or the dark blank of network trouble.

Be a "network troubleshooter." In your own words write what God's Word says.

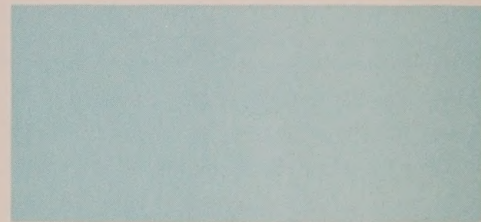


The skateboard dilemma

Blue Sky Drive has a smooth slope. About 50 kids go skateboarding here. Our state law says no skateboarding on any public street. Some kids carry frisbees to fool the police who keep warning us. One girl got hit by a car. Nobody is going to keep me from skateboarding here.

Read 1 Peter 2:13-14.

NETWORK TROUBLESHOOTER (*Write in your own words what God's Word says.*):

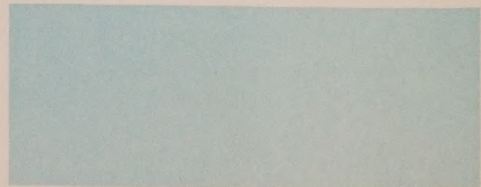


The wheelchair caper

In our church there is a storeroom with a wheelchair. Some of us like to ride around in it. But when Cookie gets the chair, she won't get out. Once I got so mad I hit her. She hit back. Next time I'm going to get in first and never get out.

"As ye would that men should do to you, do ye also to them." (Luke 6:31)

NETWORK TROUBLESHOOTER (*Write in your own words what God's Word says.*):



The school grade bugaboo

I have a problem with grades. I don't like school. I don't like to study. My parents and teachers hassle me. I'm gonna quit as soon as I can.

"Whatsoever thy hand findeth to do, do it with thy might." (Ecclesiastes 9:10)

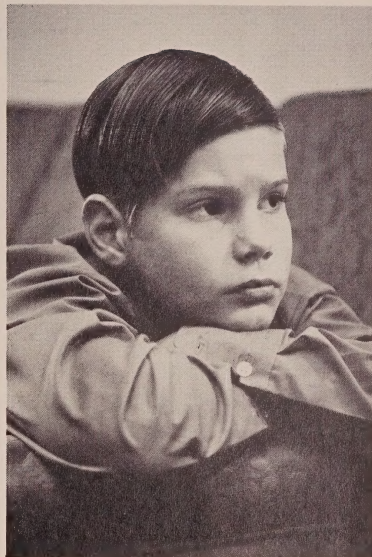
NETWORK TROUBLESHOOTER (Write in your own words what God's Word says.):

The smart goof-off

Our father doesn't live at home. My mother works. After school we have chores to do around the house. I try to find ways to goof off, like having a headache or extra school work.

"Children obey your parents in the Lord." (Ephesians 6:1)

NETWORK TROUBLESHOOTER (Write in your own words what God's Word says.):



Remembering God's Word



"For ye were sometimes darkness, but now are ye light in the Lord. Walk as children of light."

Ephesians 5:8

To learn Ephesians 5:8 act it out this way:

1. Turn off a light as you say, "For ye were sometimes darkness."
2. Turn on the light as you say, "but now are ye light in the Lord."
3. Take a step for each word of "Walk as children of light."

Putting it all together

God's way for you is that you walk and live as children of His light.

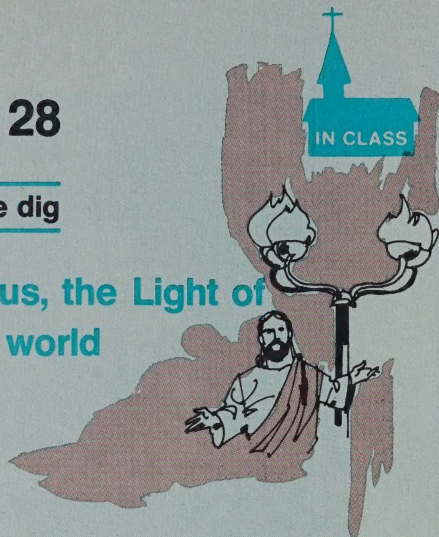
In class you will study how Jesus nearly got killed for saying that He is the Light.

John 8:12-59

MAY 28

Bible dig

Jesus, the Light of the world



Here in words we use today is what Jesus taught about Himself as Light in John 8:12-59. You may read it in class.

NARRATOR: On the first night of the eight-day celebration, called Feast of Tabernacles, there was a special ceremony of lights in the Court of Women in the temple. As the giant lamps were lit, Jesus began to speak.

JESUS: I am the Light of the world. If you follow Me you will not walk in the dark, but will live your life in the light.

PHARISEES (*muttering*): God is Light and the Author of light. Who is this Man who dares to say He is the Light?

PHARISEE 1: You can't prove that because You are saying it Yourself. You must produce other witnesses.

JESUS: My testimony is true. I know where I came from and where I am going. You don't. You say two must agree to make a true witness. Well, I am one Witness, and My Father who sent Me is the other.

PHARISEE 2 (*accusingly*): Where is Your Father? . . . Tell us who You are!

JESUS: You don't know Me and you don't know My Father. You will die in your sins unless you believe that I am the Messiah, the Son of God. God is Truth. I have not been telling you My own ideas, but speak what the Father teaches Me. You are My true disciples if you live as I tell you to. You will know the truth, and the truth will set you free.

PHARISEE 3 (*angrily*): What do You mean "set free"? We descended from Abraham, the founder of our nation, and we have never been slaves to anyone.

JESUS: Yes, you are. Anyone who sins is the slave of sin.

PHARISEE 4 (*shouting*): Our Father is God Himself!

JESUS: Not so. If He were, you would love Me, for I come from God. Your father is the devil. You are trying to find a way to kill Me because he was a murderer from the beginning and a hater of the truth. He is the father of lies. That's why you don't believe the truth I tell you.

PHARISEE 5 (*with terrible hatred*): Are we not right, then, in saying You are a Samaritan and have a demon in You?

JESUS: I tell you seriously, anyone who obeys Me shall never die.

PHARISEE 6 (*disgusted*): Abraham died. The prophets died. You think You are greater than they were?

JESUS: Before Abraham was born, I am!

ALL PHARISEES (*muttering*): He lies! He says He is God's Son, the Light of the world. Kill Him! Stone Him now! Kill Him!

Compuquiz

On your mark

Race the clock to come in first. Race yourself to do your best.

Off to a good start

Put the number of the Bible story in the box before something that it teaches us.

- | | |
|-------------------|--|
| 1. Good Samaritan | 5. Healing the leper and the Roman's slave |
| 2. Zaccheus | |
| 3. Rich young man | 6. Stilling the storm |
| 4. Lazarus | 7. Pharisee and the publican |

- ☐ God is not pleased with boasting, but with confession of need.
- ☐ We should not trust in riches more than in God.
- ☐ A neighbor is anyone who needs our help.
- ☐ Although God has power over nature, He may allow trouble for our good.
- ☐ The Lord loves wrongdoers whom people put down as no good.
- ☐ Jesus can bring the dead to life.
- ☐ The Lord loves all kinds of people, no matter who or what they are.

Compute your score

Give yourself 10 points for each correct answer.

- | | |
|----------|--------------------------|
| 150-170 | You're winners! |
| 120-140 | You're close to winning. |
| 90-110 | You're in the middle. |
| 60-80 | You're lagging behind. |
| Below 60 | Did you drop out? |

Stretch out

Write in the missing word from the box.

serve good huge small

A Christian who is great before God will _____ others.

Since God forgives our _____ trespasses against Him, we should forgive others their _____ trespasses against us.

When we have trouble of any kind, God can use it for our _____.

The final lap

Circle T before each true statement. Circle F before each false statement.

T F In 1 Timothy 1:15 the writer says Jesus came to save sinners, of whom he (the writer) is chief.

T F 2 Corinthians 4:14 says people can be sure of eternal life if they are good.

T F Philippians 2:3 tells us to stop selfish rivalry.

Over the finish line

Match each statement to Christ's way of doing things.

Get ahead of others.

Don't favor the rich and look down on the poor.

Get even.

Don't be jealous when others do better than you.

Favor important people.

Be forgiving to the one who wronged you.

Turn Your Eyes Upon Jesus

H. H. L.

HELEN HOWARTH LEMMEL

Turn your eyes up - on Je - sus, Look full in His won - der - ful
face, And the things of earth will grow strange - ly
won - der - ful face,
dim In the light of His glo - ry and grace.
His glo - ry and grace.

The musical score is written for voice and piano. It features a treble and bass staff. The key signature has one flat (B-flat), and the time signature is 3/4. The melody is in the treble staff, and the accompaniment is in the bass staff. The lyrics are written below the treble staff.

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If You Know the Lord

B.R.

BICKLEY REICHNER

With feeling-not fast

If you know the Lord, ____ You need no-bo - dy else ____ To see you through ____

____ the dark-est night. ____ You can walk a - lone, ____ You on-ly need the

Lord, ____ He'll keep you on ____ the road marked right. ____ Take time to

pray ____ ev - 'ry day, ____ And when you're head-in' home ____ He'll

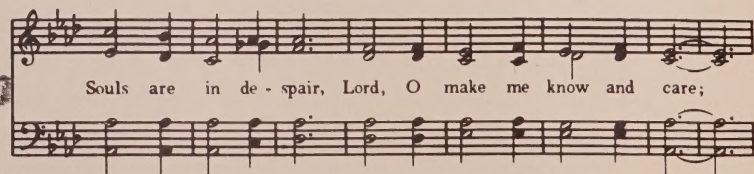
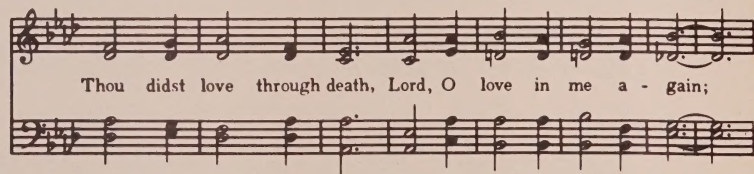
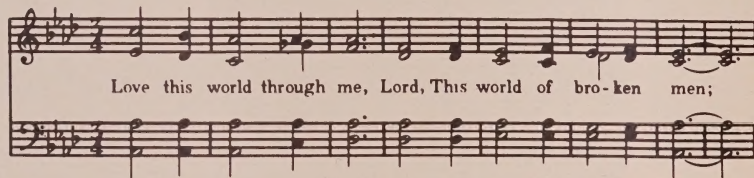
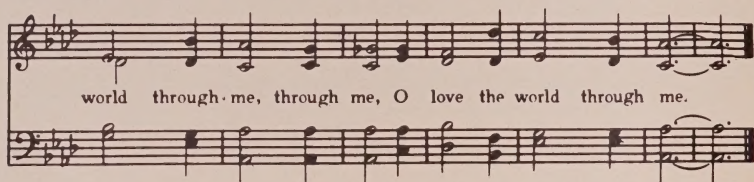
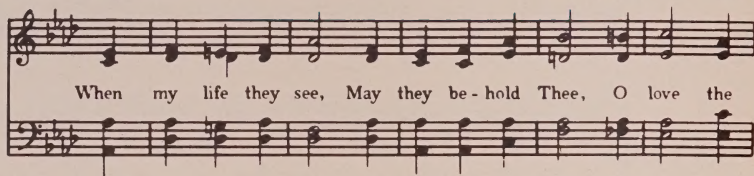
show you the way. ____ If you know the Lord, ____ You need no - bo - dy

else, ____ to see the light, ____ His won-der-ful light. ____

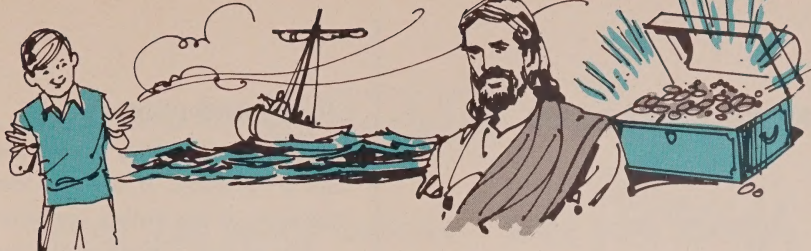
Love the World Through Me

WILL H. HOUGHTON

WENDELL P. LOVELESS



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How do you check out?

Give yourself a check each week when you complete what is on the chart.

	Completed home Bible study	Learned memory verse	Brought manual to Sunday School	Learned unit memory passage
March 5 Jesus and people who are needy				1 Corinthians 13:4-8a v. 4
March 12 Jesus and people who are different				v. 5
March 19 Jesus and people who do wrong				v.6
March 26 Jesus and people—all are special				vv. 7-8a
April 2 Why do people die?				Romans 8:35, 37-39 v.35
April 9 What about God and sickness?				v. 37
April 16 What about storms, earthquakes, fires?				vv. 38-39
April 23 Treasures on earth or in heaven?				1 John 2:15-17 v. 15
April 30 The world's pleasure or God's joy?				v. 15
May 7 Proud or humble?				v. 16
May 14 Being first or last?				v. 16
May 21 Getting even or getting right?				v. 17
May 28 Choosing right or wrong?				v. 17

Memory passages



Jesus and people

Charity suffereth long, and is kind. Charity envieth not. Charity vaunteth not itself, is not puffed up.

Doth not behave itself unseemly. Seeketh not her own. Is not easily provoked. Thinketh no evil.

Rejoiceth not in iniquity, but rejoiceth in the truth.

Beareth all things, believeth all things, hopeth all things, endureth all things.

Charity never faileth.

(1 Corinthians 13:4-8a)

Jesus and trouble

Who shall separate us from the love of Christ? Shall tribulation, or distress, or persecution, or famine, or nakedness, or peril, or sword?

Nay, in all these things we are more than conquerors through Him that loved us.

For I am persuaded, that neither death, nor life, nor angels, nor principalities, nor powers, nor things present, nor things to come, nor height, nor depth, nor any other creature, shall be able to separate us from the love of God which is in Christ Jesus our Lord.

(Romans 8:35, 37-39)

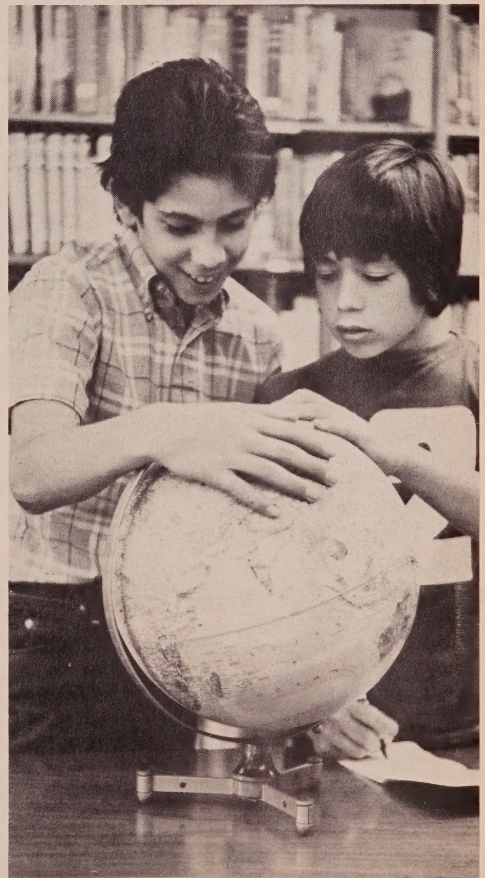
Jesus and choices

Love not the world, neither the things that are in the world. If any man love the world, the love of the Father is not in him.

For all that is in the world, the lust of the flesh, and the lust of the eyes, and the pride of life, is not of the Father, but is of the world.

And the world passeth away, and the lust thereof. But he that doeth the will of God abideth forever.

(1 John 2:15-17)



My decision

What this world needs—and you too!

Something is wrong!

“As for you, you were dead in your transgressions and sins . . . we were by nature objects of wrath.” (Ephesians 2:1, 3b, NIV)

Have you ever had bad thoughts about someone, wanted to take something that wasn't yours, lied, or said unkind things? Then you know what sin is.

Each of us has sinned—every single one of us. God is perfect and can't stand sin. Because all of us do wrong, we can't be close to God. We deserve His punishment. That is what it means to be “under God's anger.”

What did God do?

We can't do anything to make ourselves right with God. But He loves us so much that He has taken care of everything. Even while we were doing wrong God loved us and sent His own Son to take our punishment.

“But God commendeth His love toward us, in that, while we were yet sinners, Christ died for us.” (Romans 5:8)

What is your part?

“For by grace are ye saved through faith, and that not of yourselves. It is the gift of God, not of works, lest any man should boast.” (Ephesians 2:8-9)

Faith means believing in God—believing that He sent Jesus to take the punishment for our sins. If we believe this, God forgives our sins. They are gone forever. It is nothing we have done—it is all God's gift. After we receive God's gift we become God's children. God gives us His own eternal life, and when we die, we will go to heaven to be with Him.

Have you ever told God that you accept His gift of forgiveness?

yes_____ no_____

If you haven't, would you like to now?
Tell God something like this:

“Dear Father God,

I know that I have done wrong things. But now I know that You love me and sent Jesus to take the punishment for my sins. I believe that You have forgiven me because of what Jesus did. Now I am Your child. Thank You in Jesus' name. Amen.

(Sign your name if you received God's gift.)

Now—how do you live?

“Be imitators of God, therefore, as dearly loved children and live a life of love, just as Christ loved us and gave Himself up for us.” (Ephesians 5:1-2, NIV)



A SCRIPTURE PRESS
JUNIOR PUBLICATION



REV. OSWALD J. SMITH

I Choose Jesus

B. D. ACKLEY

1. I choose Je-sus, the Man of Gal-i-lee, Choose Him as my Friend;
2. I choose Je-sus, the Christ of Cal-va-ry, He who died for me;
3. I choose Je-sus, the Hope of all the world, At His feet I bow;

He will keep me day by day, He will keep me— Keep me to the end.
I am His, and His a-lone— I choose Je-sus— for e-ter-ni-ty.
As my Sav-iour, Lord and King, I choose Je-sus— I choose Je-sus now.

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CALL
TO
WORSHIP

LEADER: Grace be to you, and peace
GIRLS: From God our Father,
BOYS: And from the Lord Jesus Christ.
ALL: Blessed be the God and Father of our Lord Jesus Christ,
who hath blessed us with all spiritual blessings in
heavenly places in Christ.

(Ephesians 1:2-3)

LIVING OUR FAITH TEACHER GUIDE



LIVING OUR FAITH

A STUDY OF THE APOSTLES' CREED

Teacher Guide

**A FIVE- TO TEN- SESSION UNIT
WITH ALTERNATIVE PROCEDURES
GRADES 5 AND 6**

BY DONNA C. PAULSON

EDITED BY ALLAN JAHSMANN

PARISH LIFE PRESS, PHILADELPHIA

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INTRODUCTION

This unit is about faith—the faith of the church. It is designed to introduce children to the Apostles' Creed, a great historical and collective statement of the Christian faith, and what living this faith might mean.

Children at fifth- and sixth-grade levels have encountered the creed before and may already know it. They will encounter it again in catechetical classes in a more detailed and analytical way. But what we are about to do here is the process of helping to make the Apostles' Creed concrete and personal.

People do live what they believe. In this unit we shall approach the creed from the point of view of lived faith. The creed is not merely a document to which persons subscribe. It represents a faith on which people act.

We shall see the creed in terms of the personal lives of Christians who have witnessed to its elements and in terms of the personal responses of children themselves. In other words, if we believe that God is indeed "Maker of heaven and earth," how do we live in relationship to this world and its people? That's the type of question to be explored.

OBJECTIVES

The experiences suggested for this unit are built around two main objectives. Whatever you plan to do during these sessions should in some way help the students move toward these objectives—

1. To know and understand the words of the Apostles' Creed and to be able to express at least one idea related to the meaning of each of the three articles.

2. To discover some ways in which people have shown their Christian faith in action and to try some ways of expressing their own faith through actions.

As you prepare to use this unit, get to know these objectives well. Put them in your own words and

have them in mind during each session. Use them as a test for planning choices. Use them as a guide for observing and evaluating pupils' progress.

TWO PROCESSES

This guide offers two learning processes for moving toward the unit objectives. Process I is an individualized approach in which the teacher introduces children to the unit and then helps each student work out and complete from three to five individual learning "contracts" during whatever remaining sessions are offered. This plan provides for an introductory session, three to eight work sessions, and a final session for sharing in a group experience.

Process II uses many of the same learning experiences and resources suggested for Process I, but provides outlines for more conventional session plans in which pupils move through the unit together. This plan might also be used in five to ten sessions, depending on the interest of both the children and the teacher.

If you have never used an individualized method of teaching, read the information that follows and bravely consider using this plan. It is especially helpful if you value the individual differences in the persons you teach and have the problems of sporadic attendance and a lack of interest in religious education on the part of your children.

Individualized Learning—What Is It?

There are many types of individualized programs of learning. As suggested for this unit, individualized learning is a process in which the pupils are given the chance to choose and work through learning experiences at their own pace and in their own way. They make learning contracts (choices and agreements) and work largely by themselves at activity or work centers. The system uses teacher guidance and other resources only as needed.

Church school class work organized on this principle recognizes two important facts about learning:

1. Persons learn at different rates and in different ways. We wouldn't expect all the children in a class to wear the same size clothing. Neither is it always best for them to be involved in the same kinds of learning experiences at the same time.

2. Learning is a process that happens inside the learner. It's really determined by the learner and not by the teacher. Learning is most likely to happen when the person is involved in planning a learning experience and is personally motivated to carry it out.

An individualized program provides different types of learning activities, different ways of approaching the objectives of a unit. After the students are introduced to the unit and its objectives, each one chooses those learning activities that seem best suited to him or her. For instance, some children learn most efficiently if they read, some need to listen to others, others need to discuss material with a friend or teacher.

When a student has planned the activities he will pursue, he lists them as his "contract" for a session or series of sessions. Using resources and space that has been provided, he completes each activity

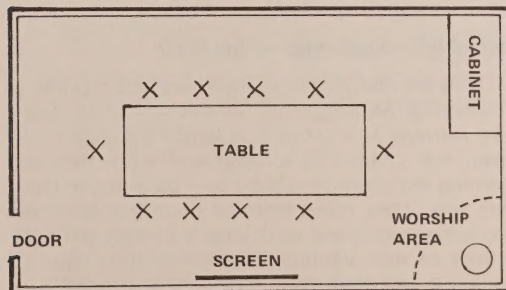
at his own pace, with help from other pupils or from teachers as he needs it. Then he uses built-in evaluation plans, such as questions or finished projects, to check his progress and to plan further work.

Your role as teacher in this kind of learning situation is not one of leader or presenter. Rather, you are a provider of materials and equipment, a stimulator, counselor, and guide. Teachers who use this plan find that they are often freed to spend more time with individuals, meeting their special needs and problems. They are able to listen to children, lead discussions, raise challenging questions, check individual progress.

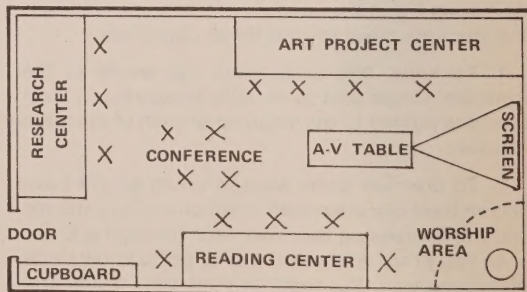
The classroom in which learning has been individualized may not have a certain "look," but each pupil, either alone or in a group, will be working on an appropriate task in the way most valuable for him, with the teacher giving only the assistance needed.

This kind of setup does require space—room for several different activities to go on at the same time. But, depending on the size of the group, each activity can take place in a very small area. Five kinds of activity centers (learning centers in the narrow sense) are suggested for this unit: an art project center, a research center, an audiovisual

TRADITIONAL ARRANGEMENT



INDIVIDUALIZED ARRANGEMENT



center, a listening/talk center, and a teacher conference center. As the diagrams indicate, it is possible to establish these centers or work areas in most ordinary rooms.

Materials required for this process are not essentially different from those needed in a conventional classroom, although there may be times when duplicates of some equipment, such as a cassette recorder, would be desirable. Most equipment problems can be settled by scheduling the order in which persons take on a project.

Two teachers of a seventh-grade catechetical class tried individualized instruction during two units of their course. They wrote:

"To our amazement, a happy group spirit developed that we had never experienced before in more formal classroom experience. . . .

"To get involved in individualized instruction is a great adventure in teaching. However, the process makes some new demands on teachers. For instance, you have to get rid of old visions of well-behaved pupils sitting in rows and working their way through a lesson together. Then there is the constant hum of activity—that takes some getting used to!

"Preparation time is no longer than that needed for any other kind of teaching. However, gathering resources does take careful thought and planning."

Your decision about using this process will depend on your evaluation of your pupils, their needs and abilities, the space and resources you have, and your own courage and inclinations. If your class group is larger than eight or ten, you will probably need some help, another teacher or helper for every five or six pupils.

If you decide that this plan is workable, by all means try it with zest. Launch out on a great adventure in teaching that can become a great adventure in learning for the children in your class. If it all seems a little too different and a bit frighten-

ing, you can use it only in part as an interesting experiment. Give it at least a little try. You may find it surprisingly rewarding.

UNIT SUITABILITY AND FLEXIBILITY

Though prepared mainly with fifth-graders in mind, this unit will readily lend itself to use also with Grades 6, 7, and 8. In several experiments, adults as well as children found Process I and their choices of learning projects to be satisfying.

Some children may find the reading of the cards difficult. Encourage poor readers to ask someone (a student or teacher) to help them read their cards. Extensive information or directions for specific projects might be provided on a cassette tape.

Depending on the time available, the number of sessions devoted to each contract can be limited to one or increased to two or three.

Using Resource Persons

Many of the learning experiences of this unit center on persons who have shown their faith in their lives. The students will read or listen to their stories. But it is far more effective for children to learn from real Christian persons whose work demonstrates their beliefs.

For an extra session, whichever process you use, try to locate and bring to class several resource persons whose stories relate to an article of the creed. Check your church and community for possibilities of people you might invite. Sources of good leads might be your congregational or synod offices, local helping agencies, and your friends. Talking about what you have in mind will very likely bring you in touch with some remarkable examples.

Persons you might seek out to affirm faith in God as Creator and Father are a Christian naturalist, a park worker, a landscape artist, someone who works with or cares about environmental problems, a social worker or counselor, a young person who

works in helping programs, a person who expresses his faith in the glories of God's creation through some creative media.

To present responses to Jesus, look for persons whose lives have been turned around by their faith, persons who have stood up for their faith, especially people who had to suffer or sacrifice to do so.

People who might be a good example of an expression of faith in the Holy Spirit are Christians involved in a special ministry, lay leaders in your congregation, missionaries on furlough, and members of other denominations who can show the oneness of the church of Jesus Christ.

Contact the resource persons several weeks in advance if at all possible. Let them know the kind of information the children would like to have. Be sure the persons are willing to present their work as an expression and affirmation of Christian faith. Suggest that they involve the children in the presentation as much as possible through questions, things they can see and handle, pictures, or experiments.

Pupils should have a chance to respond to a resource person's visit in some way. Card 37 provides suggestions for this.

PREPARING TO USE PROCESS I

Setting Up Activity Centers

Plan and set up your class space before your first session. If you'd like extra space for this unit, you may be able to borrow a second small room across the hall or next to your own, or ask another teacher or two to join their class and space with yours for this unit. If noise won't be a problem for other classes, you might use the hall for some activities.

The following centers should be adequate for all the unit sessions. Activity can go on at all centers at the same time, and different work will go on in each center at different times. You may change an ar-

rangement for any specific session or activity, as you think best. Different resources will be needed for almost every session.

1. *Art project center.* Estimate that one fourth to one third of the group may be using this center at any one time. Provide a table, chairs, newspapers, paper towels, access to water. Basic supplies such as paper, scissors, paste, and crayons should always be available. Other supplies may be put out as they are needed for contract projects. Expect that the floor around the table will be used as work space too if you will permit it.

2. *Research-center.* This may simply be a table and chairs arranged comfortably with good lighting. Provide paper, pencils, scissors. Basic reference materials such as a children's Bible dictionary, a dictionary, the *Small Catechism*, and Bibles and Bible story books may be kept here. This place is mainly for individual reading and writing

3. *Audiovisual center.* This might be a low table set up near a wall. Provide a small, simple filmstrip projector if possible. It may be arranged to show a picture on a nearby wall or on a table-top screen. A light-colored piece of cardboard propped up also will do. One or more cassette recorders and a record player should be available here, probably to be used by individuals in another part of the room. Other equipment will be needed in this center from time to time.

4. *Listening/talk centers.* These can simply be two or more corners of the room arranged comfortably, perhaps with a rug and pillows or with a small table and chairs. Children will use this center for listening to a cassette tape, discussing a project with a friend, committee discussions, and small-

group work. How much space of this kind you need will depend on the size of the class.

5. *Teacher conference center.* This may be just a couple of chairs or cushions for talking to one or a few children at a time. You will also need a table or cupboard for keeping your supplies.

If you have movable partitions, use them to partially separate some of the centers. Or just push some bookshelves around, or arrange the chairs in adjoining centers back-to-back.

Try to arrange the room so there also will be a place where the whole class can meet together both at the beginning and at the end of your sessions. If this cannot be a separate area near a blackboard, you might simply add extra chairs around the research table. Or you could simply push back some furniture when necessary, and sit on the floor at one end of the room if the floor has a rug.

Working with Contracts and Project Cards

In whatever process you choose to use, the main materials are the five contract sheets and the thirty-nine project cards in the student resource packets. It is conceivable that a teacher could use the traditional process (Process II) without distributing the student materials to the students, but in Process I it is absolutely essential that all the students receive the contracts and at least the project cards they choose.

If attendance tends to be irregular, the contracts could be distributed one at a time, thereby effecting a small saving. But regularity of attendance and more wholehearted participation might be achieved if every student is given his own packet in which to also keep his work.

Have the children write their names in the upper right-hand corner of the envelopes. You can ask helpers to collect the packets at the end of each session unless someone wants to work at home.

The contracts are work agreements that list learning projects related to the unit themes and objectives. The students are asked to survey the possibilities and then check at least one project or activity in at least two of the sections. Those students who can do more might well be encouraged to do an additional project or two in the remaining sections after they have completed their first two choices. The contracts can, of course, be distributed either as a set or one at a time.

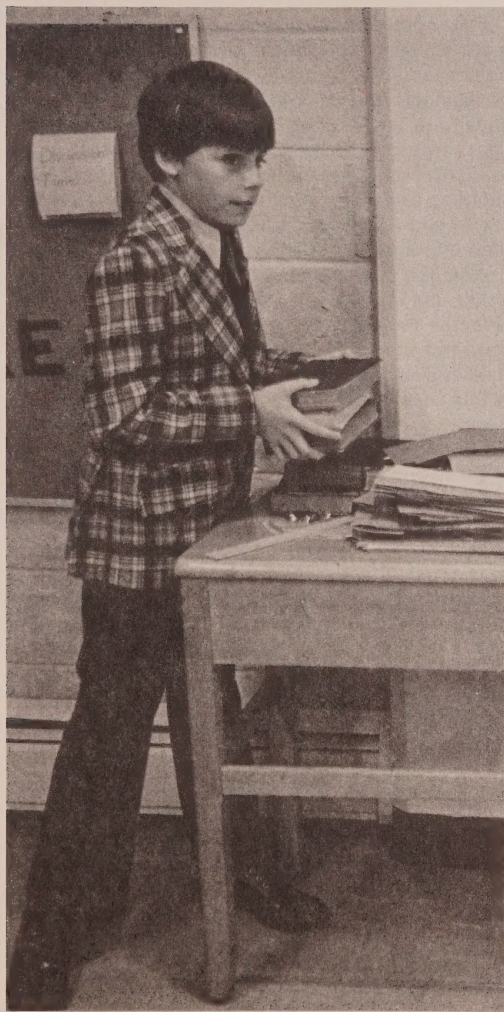
After the students have checked what they intend to do, they must look at the cards related to their selected projects. The cards give needed information and directions. In Process I the children are then allowed to pursue their projects by themselves within designated areas, at activity centers, or wherever they might prefer or need to work. In Process II the children's movements are somewhat more restricted.

Either process can include a time for sharing and evaluating what has been done and learned. In Process I this sharing can be either with the group in the last fifteen minutes, or it can be done less formally with the staff on a one-to-one basis throughout the session. In Process I the staff (teachers and aides) serve as guides, resource persons, and interested reactors rather than as directors. Additional help on the use of the contracts and project cards is given in the various session plans.

Storage

Arrange storage space so that each pupil can keep together his contracts, project cards, personal materials, and finished or unfinished projects. You could—

1. Label a flat cardboard box or box lid for each pupil, and store them on shelves or stack them on the floor along one wall.



2. Use large paper grocery sacks, labeled and stored in a closet.

3. Put up a pigeon-hole-style wall of boxes, stacked and fastened together. Label one for each pupil.

4. Use bookshelves, drawers, or any other permanent storage already in your room.

PLANNING TO USE PROCESS II

If you decide to follow your usual arrangements and procedures in your use of this program unit, you can simply begin each session as a class, limit each contract to a given session or two, conduct the class more or less by yourself, and have the children work on your assigned projects or their selected activities at their places. Additional help on using Process II is in the last section of this guide.

ABOUT THE APOSTLES' CREED

This universally accepted statement of belief is the oldest Christian creed. Its beginnings are not known, but it had almost reached its final form by the beginning of the sixth century. We do know that the creed originated in Rome.

The creed was not written by the apostles, but it expressed doctrines that the apostles taught. On the basis of the Scriptures, the apostles' doctrine, and the faith of the early church, Christians in all ages have believed that God is a holy Trinity, a triune God—Father, Son, and Holy Spirit—three distinct persons of identical nature in one God-head.

Although we do not know how the creed grew to its final form, we do know that it was probably shaped by its uses in the church. It was first of all a confession of faith made by persons who were to be

baptized. Then it became the basis for instruction of candidates for baptism. It supplied an outline for sermons and other teaching in the church.

A third use of the creed was as an argument against pagan and mistaken ideas about Christianity. Some phrases, like the statements about Jesus' birth and death in the Second Article, were probably included to counter specific heresies. Some persons, for instance, denied that Christ was ever born and had a human body.

Because it is so basic, the creed is limited. It is not a complete statement of what Christians believe. However, now as in earlier centuries the Apostles' Creed serves to unite the whole church around a simple statement of the Christian faith.

Luther's Explanations

The ecumenical version of the Apostles' Creed with explanations, from Luther's *Small Catechism* in contemporary English, is printed here for your convenient use throughout the unit. A more recent international English text appears along with the traditional text on Card 1. Luther's explanations are provided for the children on a separate sheet in the student packets.

Again, bear in mind that this is not a catechetical course. The children will not be "studying" Luther's explanations. But some pupils may use them to deepen their understanding of the meanings of the articles and to get help for their projects.

THE FIRST ARTICLE

**I believe in God the Father almighty,
Maker of heaven and earth.**

What does this mean?

I believe that God has created me
and all that exists.
He has given me and still preserves
my body and soul with all their powers.

He provides me with food and clothing,
home and family, daily work, and all
I need from day to day.

God also protects me in time of danger
and guards me from every evil.

All this he does out of fatherly
and divine goodness and mercy,
though I do not deserve it.

Therefore I surely ought to thank
and praise, serve and obey him.

This is most certainly true.

Pupils will be helped to identify and move toward these responses. They will also have opportunity to think about and express their feelings about the limitless power of God as well as his father-like love for each person.

THE SECOND ARTICLE

**And in Jesus Christ
his only Son, our Lord;
who was conceived by the Holy Ghost,
born of the Virgin Mary;
suffered under Pontius Pilate,
was crucified, dead and buried;
he descended into hell;
the third day he rose again from
the dead;
he ascended into heaven,
and sitteth on the right hand of God
the Father almighty;
from thence he shall come to judge
the quick and the dead.**

What does this mean?

I believe that Jesus Christ—
true God, Son of the Father from eternity,
and true man, born of the Virgin Mary—
is my Lord.

At great cost he has saved and redeemed
me, a lost and condemned person.
He has freed me from sin, death, and the
power of the devil—
not with silver or gold,
but with his holy and precious blood
and his innocent suffering and death.
All this he has done that I may be
his own,
live under him in his kingdom,
and serve him in everlasting righteousness,
innocence, and blessedness,
just as he is risen from the dead
and lives and rules eternally.
This is most certainly true.

Experiences related to this article of the creed
center on people's responses to Jesus, who be-
came a man and whom we confess is our Lord.
Children will explore some biblical events that form
the basis for each statement in the article.

The main ideas are:

We establish our faith in Jesus by knowing and
being able to share with others the events of his life.

We show that we believe Jesus is the Lord of
heaven and earth when we live as Christians, espe-
cially in the face of problems or opposition.

THE THIRD ARTICLE

**I believe in the Holy Ghost;
the holy Christian church,
the communion of saints;
the forgiveness of sins;
the resurrection to the body;
and the life everlasting. Amen.**

What does this mean?

I believe that I cannot by my own
understanding or effort

believe in Jesus Christ, my Lord,
or come to him.
But the Holy Spirit has called me
through the Gospel,
enlightened me with his gifts,
and sanctified and kept me in true faith.
In the same way he calls, gathers,
enlightens, and sanctifies
the whole Christian church on earth,
and keeps it united with Jesus Christ
in the one true faith.
In this Christian church day after day
He fully forgives my sins
and the sins of all believers.
On the last day he will raise me
and all the dead,
and will give me and all believers in Christ
eternal life.
This is most certainly true.

Experiences related to this article center on just
one of the possible themes, the work of the Holy
Spirit through the church and the persons who are
the church. The main idea: We have faith in the
Holy Spirit when we recognize him at work in
ourselves, in the church, and in the world, and
when we desire to have God rule us and others
through his spirit.

PROCESS I SESSIONS

SESSION ONE

INTRODUCING THE UNIT AND THE PROCESS

The objective of this session will be to introduce the children to the subject of the unit, the Apostles' Creed, from the point of view of a faith that is active in life, and to begin the process of using learning contracts if you have decided to try Process I. If you prefer the more traditional Process II, turn to that section at the end of this guide.

Before the Session

Arrange the room and gather the resources you'll need for the learning experiences in Contract One. (The contracts are in the student packet and the next section of this guide.) There may be time for individuals to begin work on the first contract during this session. Equipped centers will stimulate interest in what is going to happen during this unit. Needed materials are listed in the guidance for Contract One.

As further preparation read "About the Apostles' Creed" and become familiar with the project cards related to Contract One.

If you are working with a team of teachers, decide who will lead steps 1 to 4 of the session plan. Also decide who will be in charge of the art center and who will prepare the research center. The needed materials for both of these centers will have to be gathered in advance of the session.

In team teaching it is very important that team members agree in advance on who will direct which projects.

SESSION PLAN

1. After the students have arrived and explored the setup of the room, gather the whole group in an area near a blackboard or newsprint tripod. Sit in a circle or other arrangement in which people can see one another.

As an approach to the new subject, you might suggest that the children pretend they are a group of Christians gathered for the first time. They don't know each other and have come from different places, but they want to become an organized Christian congregation or group. What will they need to know and agree before they can begin to live and work together as a church, as a part of the body of Christ?

The children will probably suggest some practical ideas about where to meet together and what kinds of things to do. Ask questions that will help them think about the fact that they also need to know what each person believes as a Christian. If this idea gets across, ask, "What are your beliefs about God and your life on earth? How would you express your faith in words?" List the ideas on the chalkboard or paper.

When a number of students have expressed themselves, look at what has been written down. Point out that what has been written might be called a creed. Ask what the word "creed" refers to. According to one dictionary, a creed is "an authoritative formulated statement of the chief articles of Christian belief" . . . or it is "any system of belief or of opinion."

Give each person a copy of the Apostles' Creed (Card 1 in the student resource packet). Read it together. What are its three parts? Why do you think it is arranged this way? Does anyone know where the Apostles' Creed came from?

2. Awareness of the lack of knowledge about the origins of the creed gives you reason to distribute and use Cards 2 and 3 for exploring the history of the Apostles' Creed. Don't go into great detail; just give the children some idea of where the creed came from and why it developed into what it is.

As you look at the pictures and words on the card, talk about ways in which the creed has been

used by the church. (Its use as a baptismal statement of faith and its use as a teaching tool.)

Emphasize that the creed probably began as a simple statement of faith about God, the faith that the followers of Jesus had received from him. Consider why the creed is still used in baptisms and church services and how it can help us when we know it well.

3. Next, introduce the children to the activities of the project cards. Take time to do the activity of Card 2 as a "dry run"; namely, on the back of Card 2 "write a sentence or two that say what you believe about God." Then compare some of these statements with those of the Apostles' Creed and decide how they agree or disagree.

4. Then distribute the remaining cards and Contract One and explain the process (procedure) you have decided to use. The contracts are in the student packet and the next section of this guide. This section of the guide also provides some helps in carrying out and sharing contract activities.

Ask the children if they have had the experience of an individualized learning program. If so, let them tell about it. Then explain the program for the rest of the unit as you have set it up. (See the suggestions in the Introduction.) Be sure that every student understands how each one is to select his study projects and work by himself in most cases.

5. Before going into individual work, introduce the staff team. If they have been assigned to specific centers, have them explain where their center is located and what material or help is available at their centers.

6. In the remaining time, encourage the students to make their choices (at least two in two different sections) on the first contract and let them go to

work more or less on their own. The lead teacher needs to invite the children to check their plans with a staff member or must discreetly ask what they are.

If your time in this session has run out before any projects could be completed, announce that the next session will simply be a continuation of this first session and will begin as soon as a person arrives. Close with a prayer that all may learn to know the faith of the first Christians and may find ways of expressing this faith in their own lives and living.

7. After the session, look at the next contracts and estimate how the room facilities and teacher time can best be used for the next session. Perhaps you will want to group children who are working on a particular project in order to provide some guidance. You may have to assign the order in which individuals will use equipment, such as a projector or microscope. After making such plans, print them on a sheet of paper and post them so that the students can see them when they arrive next time and can go to work at once.

INTRODUCING THE CONTRACTS

Distribute Contract One (from the student packet). In looking at it together, make sure that the children understand how to use it. It is so arranged that a person will experience each part of the main idea if at least one activity is done under each heading. Most children will be able to do no more than this much in one session. In a short session, perhaps only one or two projects can be done. Some will be able to do more than others.

Knowing your students is important as you help them make realistic choices of what and how much to plan to do. Some children cannot readily direct themselves. They will need guidance in getting started on an activity. They also may need encour-

agement to do as much as they really can. Teacher guidance on this first contract can lead to more self-direction as the students make future contract choices.

Other children will want to do everything. They'll zip through activities like a whirlwind just to get them done and check them off. ("Look at me! I'm doing more than anyone!") They may need a restraining hand and close observation to be sure they are completing activities in a thorough and worthwhile way.

Do insist that each child come to you or another member of the teaching team to share and evaluate the results of each learning project. Here again you must use your own judgment and knowledge of the students. You will want children to feel relatively

unpressured and good about themselves and what they can do. But at the same time, you will want each person to move in some way toward the objectives of the unit.

One value of this learning process is its flexibility. If a child is present for only part of the unit, he or she can still complete some meaningful tasks. For instance, if any students know that they will not be present the next time, they might choose one or two contract projects to do at home and take the needed materials with him.

A person who begins the unit after the first session, misses some sessions, or works slowly, may choose activities only from Contracts 1, 3, and 5, and still learn a little about each article of the creed.



SESSION TWO THROUGH FOUR OR MORE

These will be work sessions, and each may follow approximately the same pattern. Exactly how you arrange them will depend on how many sessions you plan to use for the unit and whether you will have resource persons or other special events at given times.

Before the Session

Check the contracts pupils are working on. In team teaching, divide the tasks of getting materials ready. Make sure that the needed materials are at the activity centers. If some resource or equipment can be made available only for a given session (an overhead projector or a filmstrip, for example), let those who have chosen to use these items know about the arrangement.

Check through the contracts each week so you will have some idea who will need help, encouragement, direction, or consultation time. Keeping in close touch with the progress of each student is important.

If you have a teaching team, decide who will prepare to help with specific centers or projects if you haven't done so already. Any one of you might take responsibility for a student who needs special attention. Much of the teaching of the central truths can be done through individual conversations.

Be ready to announce the visit of a resource person or a special learning event at least a session in advance.

What you want to do with the whole group during sharing time also needs planning. Suggestions on this are in the "Sharing Learnings" section under each contract. If time runs out in a given session, at least try to close with a quick summary of the lesson theme and a prayer in a circle together.

SESSION PATTERN

1. Encourage the students to begin work on a selected project as they arrive. Be available to help

each person find what he or she needs to get started. Have the needed materials ready at the various centers.

2. When everyone has come, you may (but only if necessary) spend a few minutes together sharing information about special materials, plans, or the use of work centers. Try to deal only with questions and directions that are important for everyone, leaving individual needs for consultation later.

3. Individual work time. You will need to accept the fact that the room will be somewhat noisy and may appear confused during this part of the session. The only test of appropriateness to apply is this: Is each person able to work as profitably as possible on his or her chosen activities? One supervising teacher visiting an individualized learning situation was especially impressed by the fact that none of the pupils even noticed that the visitor was there. Each was absorbed in his own work, though there were many different things going on.

However, to keep some order during work time, you may need to set a few limits. Agree on them at the beginning of Session Two or whenever the class begins individual work. Guidelines might be—

(a) Quiet talking is permitted as long as it does not interfere with someone else's work.

(b) Moving around the room is allowed, but only if it is for a good reason.

(c) You may work anywhere in the room, but don't leave the class area without permission.

(d) Ask! Be sure to get the help and materials you need to do a good job.

One concern you may have during these sessions is finding time for individual help, consultation, evaluation. This should be easier if you work with a teaching team.

If you find that spreading yourself out is too exhausting or ineffective, try to get more help.

Parents may be willing to take turns working as aides. If so, be sure they know the objectives of the unit and the procedures for the activities of the contracts.

4. Sharing time. You will probably want to have a brief, informal gathering of the whole group at the end of each session. It can be a time for: cleanup; setting new guidelines to make work more productive; planning a special event (such as the final session or a resource person's visit); sharing insights, questions, or project results; saying the Apostles' Creed together; singing; and a closing prayer.

After the Session

Evaluate the results of each session. Check what the children have done and jot down any noteworthy observations. It is a good idea to have a large envelope for each child, to hold his or her completed contracts and written or art work, along with notes on your observations of his progress.

To make this learning process most helpful for each child, a time for thinking about each individual is important. You may decide with your team that a

child needs experiences and learnings not suggested in the course, or needs special attention and guidance during the next session, or needs to be challenged or encouraged. Plan for that child individually.

You may also decide on some changes in strategy for the whole group. Perhaps you will want to spend more time with the class as a group in the next session. If work time is more than an hour, you may want a break in the middle for a song and some refreshments.

Be sure to evaluate whether the individualized process is working in your group. Try at least two or three full work sessions. If the class does not seem able to adapt to this way of learning, or if you feel that there are no steps you can take to improve the situation and move toward the objectives of the unit, bring the contract process to a close and work together as a class during the last sessions of the unit. In this case, use the suggestions under Process II. By all means take any action that you think is in the best interests of the children and the achievement of the unit objectives. That's what matters most.

LAST SESSION

Use any of the following elements or your own ideas in planning your last session. Your objective should be to end the unit by giving the children a chance to review and celebrate what they have done and learned.

You and the children might plan to make this session a time of sharing with parents or others in the church school. Or you may plan to share only within the class group.

Whether or not you invite others, you could—

1. Use some time at the end of a session for planning the final event. Don't let this get out of hand, though. Include only what children have already made and done. Lay out the possibilities, and let the children volunteer what they would like to do. Don't prepare a program or emphasize perfection in show-off projects. Such activities have no place in a genuine concern for the unit objectives and the children's personal development.

2. Display projects. Everyone can show what they have made. Projects could be set out on tables and grouped according to the articles of the creed they express.

3. Recall some of the persons the children discovered. Students might volunteer to tell a little about a selected person and show unit materials or project results that relate to him or her. This could be done as a game. The student tells facts about a person, one at a time, until someone can guess who the person is.

4. Individuals might report on actions they have

planned or carried out to show that they confess God as Creator, Jesus as Man and Lord, the Holy Spirit at work in the world.

5. Say the Apostles' Creed together, with individuals saying or reading all or parts of Luther's explanations. Ask pupils to show or tell ideas or insights that relate to each article.

6. If you will have visitors, ask someone to tell them about the individualized learning method, explaining how the learning centers and materials were used.

7. Use part of the session for a celebration of the oneness of faith we express as we confess the creed together. *Koinonia*, the special fellowship we share in the church, grows out of our common faith. You could have a simple *koinonia* meal together around a table. Parents might help to supply the celebration meal, a breakfast or snack of foods children especially like.

You could decorate the room and table with finished projects. Give each person around the table a chance to share anything he or she made or particularly enjoyed during the unit. End the meal by clasping hands in a friendship circle and singing a song of praise to God.

8. A final worship experience for the session could be built around Bible passages studied during the unit, favorite songs, and a final saying of the creed together. Someone may be willing to share a personal response to a Bible passage, either in words or in art, as part of the worship.

THE CONTRACTS

CONTRACT ONE

(Choose at least one activity in two different sections. The starred item deserves to be done by all.)

Main Idea: When we believe that God is the creator of everything, we appreciate God's air, water, and land, and we care for his plants and animals.

A. To Learn the First Article of the Apostles' Creed

- * ____ Memorize the First Article of the Creed and say it to a teacher or to a group. (See Card 1.) You may work with a friend.
- ____ Write from memory the First Article of the Creed. Then read and do Card 2.
- ____ Read Card 3 and write what you think the First Article means, or what people mean when they say it.

B. To Find Out More About God the Creator

- ____ Read Genesis 1:1—2:4 or listen to someone else read it. Do Card 6.
- ____ Read the verses from Psalm 104 on Card 7. Rewrite them in your own words.

C. To Develop Appreciation of God's World

- ____ Read or listen to the story about John Muir on Card 4. Do the activity suggested at the end of Card 5.
- ____ Make a "feeling bag" or pie-tin terrarium. (see Cards 8 and 9.)
- ____ Do Card 11 and share your feelings about some part of God's world.

D. To Care Wisely for God's World

- ____ Read about caring for pets on Card 10. Follow the directions on the card. Then talk about pet care with someone else who has one.
- ____ Cut out newspaper stories or pictures that show either the need to care wisely for the world or ways to do it. Show them to someone else.
- ____ Card 15 gives us a reason for caring for God's world and the people in it. Tell this reason on a banner or a poster or in your own one-paragraph creed.

HELPS FOR CONTRACT ONE ACTIVITIES

Art materials will be used by children who choose Cards 5, 11, and 15. Provide whatever colorful media you feel pupils can work well with.

Possibilities are—

Wet-chalk painting. Needed materials are chalk and heavy paper. Children dampen the paper, then draw with chalk for a bright, watercolor effect.

Finger painting. Dry tempera, liquid starch, and shelf paper. Dampen shelf paper and spread it smoothly on newspapers. Pour on a small amount of starch, then sprinkle on enough dry tempera to give color. Encourage children to use the whole hand to create different effects.

Brush painting. Liquid tempera can be made by shaking one part of powder and two parts of liquid starch or water in a small jar. Provide large brushes and heavy paper. If several children are painting at once, leave one brush in each jar of color for them to share.

Torn-paper pictures. Colored construction or tissue paper, white glue, and light cardboard. Tear shapes to make a collage that can be semi-realistic or simply an abstract combination of shapes and colors. Glue construction paper to cardboard. Or dip tissue in a mixture of half glue, half water. Layer it on the cardboard, pressing pictures as they dry to flatten them.

Have directions for using art materials printed and posted in the art center, or gather children who will be working with them and give some guidance.

The following supplies will be needed for the projects on cards 4, 5, 8, and 9.

Feeling bag (Card 8). Provide cloth or opaque plastic bags with drawstrings. Add a box of natural objects or let children gather them outside.

Pie-tin terrarium (Card 9). Pie tins, garden trowels or old dinner knives and spatulas, hand magnifying glasses, a microscope if possible, and a cardboard box of soil if there isn't a good place for taking samples near the church.

John Muir (Cards 4 and 5). Books and/or pictures relating to nature and ecology, newspapers, scissors.

The following items will be useful: Bibles and two clearly labeled cassettes, one with the story of John Muir, the other a reading of Genesis 1:1—2:4.

SHARING CONTRACT ONE LEARNINGS

Say the First Article of the Apostles' Creed together. Share meanings that different persons have written (Cards 2 and 3).

Enjoy the "feeling bags" or terrariums that were made.

Show finished art work or poems.

Talk about John Muir and wise care of the world of nature.

Discuss understandings of Bible passages about Creation.

Share information about pets and their care.

Sing a song that praises God for his glorious creations, such as "All Creatures of Our God and King" (*Church School Hymnal for Children*).

Talk together and with God in conversational prayer: "These are things we appreciate about your Creation, Lord God." Then ask the children to add whatever they would like to mention.

CONTRACT TWO

(Choose at least one activity in two different sections. The starred item deserves to be done by all.)

Main Idea: When we help other persons and ourselves to be all that we can be, then we believe and live the faith that God created every human being.

A. To Learn the First Article

- ___ Memorize or review the First Article of the Apostles' Creed (on Card 1) and write it or say it to someone.
- ___ Ask three other people what they think Christians mean when they call God the almighty Father. Write a brief report.

B. To Learn to Know God the Father

- * ___ Do Card 12 to see for yourself what the Bible says about our Father in heaven.
- ___ Find 1 Peter 5:7, memorize the verse, and write what you think it means on the back of Card 15.
- ___ Read Psalm 46:1, look up the word "refuge" in a dictionary, and make a picture of yourself in a refuge. Write the psalm verse under or above your picture.

C. To Meet Persons Who Helped Others

- ___ Read about three people who believed that God is the Father of all human beings (Card 13). Write your thoughts on the back of the card.
- ___ Look for "caring for others" pictures in books or magazines and make a poster with one you especially like.
- ___ If possible, look at a filmstrip about people helping other people, and try to decide why they are being helpful.

D. To Celebrate God's Most Marvelous Creation

- ___ See if you can find an answer to the question, "When are people like God?" Doing Card 14 will help you.
- ___ Read the prayer on Card 16 and form a group to sing the hymn.

HELP FOR CONTRACT TWO ACTIVITIES

Memorizing (A and B). Memorizing went out of style in the past several decades, but strong voices are calling for its return because of values lost. Knowing something well enough to be able to repeat it from memory doesn't, of course, mean that it is understood. Admittedly, much church school memorizing in the past was rather meaningless to the children. But memorizing selections that are explained and then used in group worship and personal reflection will serve as a basis for a growing understanding of those selections.

As the articles of the creed or Bible passages are memorized, the students might say them to you, write them, or record them on a cassette tape for you to listen to later. Rather than overload the children at this stage, use Luther's explanations of the creed only to help them formulate their own meanings. And keep in mind that some children memorize easily, but others find memorizing difficult.

Make "caring for others" posters (C). Provide small posterboards, marking pens, and old magazines for posters of persons caring for others. The theme of the posters may come from what the student thinks is most important about the person he is presenting or from the action in the picture. Suggest that the theme be expressed in a title or legend.

Use Card 13. If possible, get posters or brochures from helping organizations in your church or community for which your children might actually do something. Find out if there are any people in the congregation who might enjoy a card, a visit, or any other kind of help fifth-graders could give.

View a filmstrip (C). Try to find a filmstrip or other visual about a project being done to help people,

perhaps on a worldwide level. Your parish library may have one. The National Council's "One Great Hour of Sharing" has included a filmstrip in the past. Other possibilities: filmstrips from packets sometimes sent out by Luthern World Relief; films or filmstrips on the world hunger problem; filmstrips on helping the blind or other handicapped people. Ask the person in charge of your audiovisual center to provide these or similar items.

Bible study. Card 14 deals with the exciting truth that God created human beings "in his image." He intended all people to be like him. To understand what that means requires some idea of what God is like. *

A distinct problem that cannot be ignored is the failure of human beings to be like God. That leads to the questions Card 14 raises and to an inquiry into the Bible references given. The answer of the Christian gospel is that faith in Jesus is the way that leads us to God, who then makes us like him by the power of his spirit.

Worship together. Ask someone who has chosen Card 16 to lead a brief worship assembly toward the close of the session. If a group has not learned the hymn on the card, have your minister of music or some other musician teach it before using it in worship.

SHARING CONTRACT TWO LEARNINGS

Share and use the memorized passages and their meanings. Show and talk about any posters made. Have one-minute talks by students on "God, the Father of All" and "People Who Cared about Others." Discuss ways in which children can help others become all that they can be.

Develop the first article of a class creed.

Use the short liturgy for worship on Card 16.

*UNICEF HALLOWEEN - INVOLVE CHILDREN IN
ACTUALLY HELPING OTHERS.*

CONTRACT THREE

(Choose at least one activity in two different sections. The starred item deserves to be done by all.)

Main idea: To express faith in Jesus Christ, we need to know and be able to share with others the main events of his life.

A. To Learn the Main Events of Jesus' Life

- * ___ Become acquainted with the events of Jesus' life on Card 17. Then do the project on the card.
- ___ The Second Article of the Creed mentions three events in Jesus' life. Read Card 19 and do what it says.
- ___ Listen to or read some hymns about Jesus (Card 20). Arrange some hymn stanzas in the order of the main events of Jesus' life.

B. To See How Human Jesus Was

- ___ Read at least two of the following passages: Matthew 21:12-13; John 11:35-36; Mark 10:13-16; Luke 22:39-43.
- ___ Tell someone what you read in the Bible verses above and explain how these stories show that Jesus was a real human being.

C. To Meet People Who Shared Their Faith

- ___ Read the story about C.S. Lewis on Card 24 and try answering the question at the end of the story.
- ___ Make one of the cartoon strips described on Card 25.

D. To Learn the Second Article of the Apostles' Creed

- ___ Memorize the Second Article and write it out, say it to a teacher, or record it on tape.
- ___ Begin making a paper banner of the words of the Second Article. See Card 21 for helpful instructions.
- ___ Prepare a closing devotion for your group. Use Card 28.

HELPS FOR CONTRACT THREE ACTIVITIES

"Events of Jesus' Life" (Cards 17 and 18). The New Testament makes frequent reference to the birth, death, resurrection, and ascension of Jesus. They are the highlights of the life of Jesus. Young Christians need to become thoroughly familiar with the accounts of these happenings.

For the chart project on Card 17, the students will need a large sheet of paper (like newsprint), Bibles, felt pens. For the booklet suggested on Card 18, they will need paper and a stapler. The sheets could be tied together instead of stapled.

Audiovisual center. provide a cassette recorder and blank tapes. Have extra recorders if possible. They will be used for taping memory work, explanations of the creed, and the narration for a filmstrip or slide story.

Arrange hymns (Card 20). If you can find recordings of some of the hymns suggested on Card 20, have these and a record player in the audiovisual center for children who would rather listen to the hymns than read them. Since listening will take longer, they might listen to fewer hymns and choose from them. Provide several copies of the *Church School Hymnal for Children* and related records in the work center, if available. All the hymns also are in the *Service Book and Hymnal*.

See How Human Jesus Was (B). Both this activity and A (Events of Jesus' Life) require looking up a number of Bible passages. You might plan to pair up good readers with children who do not read as well. Or suggest to children who read slowly that they ask someone to read the passages to them or help them read.

Jesus showed that he was a real human being by getting angry at what was going on in the Temple yard, by weeping over the death of his friend Lazarus, by loving children, by getting angry at his

disciples when they tried to keep mothers and their children from meeting him, and by not wanting to suffer and die.

Meet people who shared their faith (C). You may want to discuss the story by C.S. Lewis (Card 24) with individuals who choose to read it. Explore with the students how other people also have shared what they know and believe about Jesus.

Learn the Second Article (D). This section is placed last in Contract Three because the activities in the first three sections will help the children to accomplish the memorization. As they look at events of Jesus' life in several ways and relate them to the creed, they will become familiar with the order of the sentences in the creed.

As you work with individuals, try to help them understand such words as "conceived" and "ascended." The phrase "He descended into hell" (he descended to the dead) may raise questions.

Perhaps fifth-graders can best understand the line as a simple statement of the fact that Jesus experienced death as completely as any human being does. He suffered death and separation from God, which by some is called hell.

For the banner (Card 21), provide 18-inch white or colored shelf paper, scissors, wide-tipped marking pens, cardboard tubes, construction paper, paste. Have enough paper to reach from the floor to the ceiling of the room (if this is practical) for each person or pair choosing this activity.

Worship together. Every unit might well include learning some new song or hymn and using it in a worship experience. Music and worship can be educational in the best sense.

The brief liturgy on Card 28 provides a very singable and simple hymn about Jesus from the Inter-Lutheran Worship Commission's Contemporary Service. Be sure that your children get some idea of what the grace of the Lord Jesus is. It is his steady forgiving and accepting love.

CONTRACT FOUR

(Choose at least one activity in two different sections. The starred item deserves to be done by all.)

Main idea: We believe that Jesus Christ is our Lord and Savior when we look to him for life with God and live as Christians even in the face of problems or opposition.

A. To See the Greatness of Jesus

- ___ Do Card 18. Retell some of the great things Jesus did during his short life on earth and make your own gospel story of Jesus.
- ___ Read or listen on tape to the stories of Jesus' resurrection and ascension, Luke 24:1-12, 36-43, and 50-53. Then do one of the projects on Card 22.
- * ___ Read Phillipians 2:5-11 and do one of the projects suggested on Card 23.

B. To Meet People Who Lived Their Faith

- ___ Write, tell on tape, or draw a cartoon strip story of a person who expressed faith in Jesus by what he or she did.
 - ___ Read the story about Alexander Solzhenitsyn on Card 38 and complete this sentence on the card: This man expressed his faith by
-

C. To Show Ways of Living Our Faith

- ___ Show a way in which you might express your faith in Jesus. Use Card 25.
- ___ Team up with someone to make a filmstrip or a set of slides that tell your faith in Jesus. Use Card 26.
- ___ Make a set of cutout figures that tell your faith in Jesus. See Card 27.
- ___ With one or two other persons, act out a situation in which a person might face a problem in living his or her faith in Jesus.

D. To Learn the Second Article

- ___ Memorize or review the Second Article and write it, say it to a teacher, or put it on tape.
- ___ Make or finish making a paper banner of the words of the Second Article. See Card 21. You may work together with several others.
- ___ Write or tape-record your own short explanation of the Second Article. You may use Luther's explanation to help you decide what you want to say.

HELPS FOR CONTRACT FOUR ACTIVITIES

Bible study (A). For poor readers you might have someone make cassette tapes of Today's English Version of the passages listed on the contract. The students could then choose to listen to the passages instead of reading them. Instead of making their own life of Jesus in booklet form, they could tell their story on another tape.

Respond to Philippians 2:5-11 (Card 23). In the art center, provide paint and colored paper as for earlier projects. Also have old magazines, scissors, glue, marking pens, and small, nearly square cardboard boxes.

If possible, provide an instrument such as an Autoharp on which children could learn to play at least a few chords in the audiovisual center. Someone might work with children who choose to create a piece of music, helping them to decide what kind of music sounds strong and joyful. Have them listen to some music or try chords and rhythms that remind them of pictures of God's glory, such as "all beings in heaven, on earth, and in the world below" falling on their knees and saying that Jesus is the Lord.

A special resource person who could help a small group to illustrate these verses with body movements will find that the passage lends itself well to this activity. Plan to share this activity with the class or some other group.

Meet people who lived their faith (B). The story of a person who expressed faith in Jesus by what he or she did could be an example from history, a present-day real-life story, or one that is made up to illustrate how faith can be expressed in an action. The cartoon method is suggested on Card 25.

The story of Alexander Solzhenitsyn is on Card 38. You may need to help the students by discussing the story, perhaps with additional information about Solzhenitsyn. Encourage the children who choose this card to write a letter to an editor and thereby confess their faith.

Other ways for them to express their faith in Jesus are suggested on Cards 25, 26, and 27.

Make a filmstrip or slides (Card 26). Provide

Kodak write-on slides or blank filmstrip material, available from audiovisual stores. Good quality colored pencils and small felt-tipped marking pens also are needed. Help pupils who work with these to experiment with a slide or two, using the suggestions on the card. The audiovisual center should, of course have a slide projector and/or filmstrip projector for checking and showing the work of the students.

Make cutout figures (Card 27). In the art center, supply magazines, light cardboard, popsicle sticks, pieces of inch-thick Styrofoam cut into pieces about two inches square, scissors, and glue. Encourage the children to draw their own figures if they can.

Act out a situation (C). To help pupils in this activity, you might have some situations to suggest. Use something related to a current event or a personal experience. For example: People in your school are making fun of the Christian celebration of Christmas. You could either keep your mouth shut or be laughed at for saying what you believe. Another example: Praying silently in public before eating and having someone say something to you about this.

SHARING CONTRACT FOUR LEARNINGS

Share ideas and feelings about Jesus Christ being Lord of heaven and earth. Children may show their creative projects related to Philippians 2:8-11. The group might read the passage aloud together as part of the worship assembly.

Talk about the men and women who followed Jesus and talk about Solzhenitsyn. Relate what they did to any situations children have thought of in which persons lived their faith in spite of difficulty or danger. Share any cartoon strips, slide sets, or cutout figures and plays about people who lived their faith.

Say the Second Article of the Creed together, reading from the paper banners if necessary.

Sing songs about Jesus, such as "Beautiful Savior" and "God so Loved the World," or perhaps a popular song such as "Put Your Hand in the Hand of the Man from Galilee."

CONTRACT FIVE

(Choose at least one activity in two different sections. The starred item deserves to be done by all.)

Main idea: We have faith in the Holy Spirit when we recognize him at work in ourselves, in the church, and in the world and when we desire to have God rule us and others through his spirit.

A. The Holy Spirit at Work in the First Christians

- ___ Read Acts 2:1-4. Team up with a friend or two to discuss and retell the story of Pentecost with sounds on a tape (Card 29).
- ___ Find or draw a picture of ways the Holy Spirit works in people today, in order to compare the acts of the early Christians with actions of Christians today (Card 30).

B. To See the Holy Spirit at Work in Persons Today

- ___ Read "The Spirit in You" on Card 31 and answer the questions on the card. Memorize Romans 8:16, and write it in your own words on the card.
- ___ Read about "Persons with a Right Spirit" on Card 33 and try to find another story of a person you think has or had the Holy Spirit.

C. To See the Holy Spirit at Work in Your Church

- ___ Do research to find out how the Holy Spirit is working through persons in your congregation (Card 32). Make a poster that shows the Holy Spirit at work through people of your congregation.
- ___ Get together with one or two other Christians and decide what you will try to do to express faith in the Holy Spirit (Card 34).

D. To Learn the Third Article of the Creed

- * ___ Memorize the Third Article and write it, tape-record it, or tell it to a teacher. Use Card 35 for help with hard words, and do the project.
- ___ Make a mobile of the parts of the Third Article (Card 36).
- ___ Read Card 39 and do the interviews and Bible study that will help you understand how to receive the Holy Spirit.

HELPS FOR CONTRACT FIVE ACTIVITIES

Use Acts 2:1-4 and Card 29 (A). Provide cassette recorders and tapes in the audiovisual center. Have a separate place for children to work on this activity. Have cellophane to crumple for the sound of fire. Encourage pupils to experiment with sounds.

Do a picture of "The Spirit at Work" (Card 30). Children might first write down how they imagine the first Christians looked and what they did. Then you could encourage those who choose this activity to discuss with you what they think the Holy Spirit might lead people to do today. Although people in the church do many things differently today than people did in the time of the early church, the students should be able to see that the actions of healing, helping, worshiping, and sharing the good news about Jesus are still going on in the good news about Jesus are still going on.

Read "The Spirit in You" and do Card 31. Many Christian scholars today see the kingdom of God (life ruled by the spirit of Christ) coming to human life on earth, as did Isaiah. They see humanity becoming what God intended it to be. They see God's Spirit at work in all human endeavor that moves toward justice, the wholeness of persons, and a life of peace and love and joy with all other human beings.

Children who do Card 31 will not necessarily come to this understanding of the power of the Spirit within them. But their study will expand limited ideas of the Spirit and may catch at least some feeling of the joy and challenge of knowing themselves to be children of God by the Spirit of God within them.

Use Card 33 "Persons with a Right Spirit." These people would not necessarily say that what they did was by the power of the Holy Spirit. But through the eyes of faith we can see the Spirit of God active in work that helps others.

Do research on your own congregation (C, Card 32). Supply as many materials as you can for this project: newsletters, worship bulletins, council re-

ports, and evangelism materials that tell about your congregation.

The pastor, council president, or church secretary may help you with this project. One of them may also be able to come to class to act as a resource person during the research, explaining some programs of the congregation and answering questions. Pupils may or may not make a poster as a summary of this information. For posters, supply posterboard, glue, felt pens, and old magazines, in the art center.

A related activity could be listening to a tape made by a church worker. Ask a person who works in the church (the pastor, parish worker, council person, Christian Education worker, or other worker) to make a tape in advance of the class session. Ask the person to tell what he or she does in the church and how faith in the Holy Spirit is related to what is being done.

Use Card 35 (D). In the art center provide the materials listed on the card. Ask a person who has made mobiles before to work with any who need help in getting the shapes balanced correctly.

SHARING CONTRACT FIVE LEARNINGS

Read Acts 2:1-4 together and share tapes of sounds.

Share different ideas about "The Spirit at Work."

Discuss "The Spirit in You" and say Romans 8:16 together.

Discuss posters showing your congregation's work. Talk about ways students are helping or could help with this work or in other ways. Discuss the explanation of "communion of saints" (Card 35). Does this describe your congregation?

If a church worker visited in person or on tape, review this experience if time permits. How do these people express their faith? How can we see the Holy Spirit at work through them?

Say the Third Article together and share some of the students' written or oral explanations.

Sing songs like "We Are One in the Spirit" or "Sons of God."

USING PROCESS II

The following session plans for a more traditional group arrangement use many of the materials and learning experiences suggested in Process I. This section will therefore sometimes refer to the guidance for Process I, where more specific directions for some activities are given. If you will check both sections of this guide for ideas on how to proceed, you may come up with a learning process that is a combination of both!

Some teachers have found that activity centers can be used successfully with regular group session plans. With plenty of space and a team of teachers, you could set up your room as suggested for Process I. You could divide your class into groups and rotate them from one center to another. Groups would then complete a specific activity in each place, perhaps no more than two or three in a

given session. Helps on "Setting Up Activity Centers" are in the Introduction of this guide.

The following session plans, however, presuppose that you will be working alone with a group of eight to twelve children, and will have at least one hour of class time. Tailor the plans to the children, your abilities, space, time, and resources, always keeping the unit objectives in mind.

If you like, you may, of course, use alternate learning experiences listed in the Process I contracts that relate to each of the following session outlines. The proposed sessions could be extended to two or more sessions each in order for the children to have time to do additional projects on the cards.

Background material on the Apostles' Creed will be found in the Introduction to this guide.



SESSION ONE

Main idea: When we believe that God is the creator of everything, we appreciate God's air, water, and land and care for his plants and animals.

For the introduction of the unit in the first part of the session, see suggestions given under Process I, Session One plan.

1. Discuss the meaning, purpose, use, and value of a creed.

2. Explore the history of the Apostles' Creed on the basis of Cards 2 and 3.

3. Introduce the children to the project cards and the procedure you plan to follow in using them. (See the suggestions in this guide's Introduction.) Also indicate what they're about and what might be learned through the use of them.

Here you could also set up plans for memorizing the creed, which is one of the goals of the unit. Some pupils may need to work on this between sessions. Express the hope that all will know the creed well from memory by the end of the course. Christians all over the world often say it as a way of reminding themselves of what they have learned about God. Saying it with others is also a way of sharing a common faith.

4. Look at Card 1 together and note that the creed has three parts called "articles."

Read the First Article of the creed together. Then ask the children to write a sentence or two saying in what way they think God is a Father. They can use the back of Card 1 for this expression of their own faith. When most of the children have written their sentences, have them look at Luther's explanation of the First Article on the extra sheet in their

packets. Help them compare ways in which their ideas are like Luther's or different. Write the children's explanations on newsprint and leave it up on your wall during the unit.

5. Next, distribute Cards 4 and 5. After the children have read them silently or aloud, ask them to choose one of the two activities and then share what they did. Help the children realize that John Muir expressed his belief in God as creator by appreciating the world of nature and helping to protect it.

6. Instead of a formal worship at the close of the session, use the psalm on Card 7 for praise of the Creator of heaven and earth. Read the psalm in unison or as a speech choir and, if time permits, help the class to write their own version of the psalm.

7. Use the remaining time to make a feeling bag or pie-tin terrarium. Distribute Cards 8 and 9. Ask the students to choose their project and a partner with whom to work on the project according to the directions on the card. (The difference between this and the more individualized process is that choices in a class arrangement are more limited and the activities are more supervised and done in concert.)

8. Close the session by learning to sing the hymn of praise on Card 16 or some other hymn that praises God for the beauties and wonders of the earth. Say the First Article of the creed together as a statement of faith.

(Collect Card 16 for further use in the following session, but offer Cards 10 and 11 to anybody willing to do them at home.)

SESSION TWO

Main idea: When we help other persons and ourselves to be all that we can be, then we believe and live the faith that God created everyone.

1. As the students arrive, they might share what they did at home or do the activities suggested on Card 11. Or the teacher might talk to them about their pets and the care of them (Card 10).

2. When everyone has arrived, read again the First Article of the Apostles' Creed (Card 1) and ask several to try to say it from memory. Help the children to note that God is not only the maker of heaven and earth but also the Father of all created things. Review what they think it means when Christians say that God is our Father. (You may want to read Luther's explanation together—on the sheet in the student packet.)

3. Next, distribute Card 12 and let the students

see for themselves what the Bible says about God the Father. Give the class time to do the card.

4. Then distribute Card 13, stories of three persons who worked for others. These stories can be read either silently or to the class. Discuss how these people expressed a faith in a God who is the Father of every human being. What might this faith lead us to do for others?

5. Note the words of 1 Peter 5:7 on the chalkboard, say a few words about them (Card 15 will give you something to say), and let the students work in groups on a banner or poster that presents these words to others.

6. Close the session by singing again the hymn on Card 16.

(For further suggestions, see "Helps for Contract Two.")

SESSION THREE

Main idea: To express faith in Jesus Christ, we need to know and be able to share with others the main events of his life.

1. You may want to have different pictures of Jesus in the room for the children to look at as they arrive. Ask them to decide what they like or don't like about each portrait. Have them consider how the artists may have formed their idea of what Jesus looked like.

2. Read the Second Article together (Card 1) and discuss any words or phrases children have some questions about. But don't try to explain every word or phrase. Work together on writing a brief meaning of the Second Article. Add it to the newsprint on the wall. Compare it to Luther's explanation.

3. Distribute Cards 17 and 18 and have the students note the main events in the life of Jesus. Then let them choose to do either the activity suggested

on Card 17 or the writing of a "little gospel" story (Card 18). You might have two areas of the room set up with materials for "map makers" and "chart makers." Most of the directions pupils will need are on the cards, so you can probably keep the two projects going even if you are teaching alone.

If you feel this plan is not possible, choose one of the activities and help the children do it together.

4. During this time, one or two pupils might be asked to look up some of the hymns listed on Card 20, choosing verses about events of Jesus' life for the class to sing at the end of the session.

5. Share results of the projects. Discuss the main idea of the session as you look at them together.

6. Sing some hymns about the life of Jesus or learn to sing the hymn on Card 28.

(There is further guidance under "Helps for Contract Three.")

SESSION FOUR

Main idea: We believe that Jesus Christ is our Lord and Savior when we look to him for life with God and live as Christians even in the face of problems or opposition.

(There is more guidance under "Helps for Contract Four.")

1. Have material for the making of a paper banner ready as pupils arrive. (See Card 21.) Anyone may begin printing the words of the Second Article on the banner. As each person joins the project, he may add a line, a symbol, or a picture to the banner. When it is finished, read the Second Article of the Apostles' Creed together. Then roll up the banner or turn it around and try saying it from memory.

Read together Phillippians 2:5-11 from *Good News for Modern Man* (the New Testament in Today's English Version). How does this early

Christian hymn show that Jesus obeyed God in the way he lived (vv. 6-8) How does it speak of Jesus as Lord? (vv. 9-11) Look at verse 5. What is the "attitude we should have" as believers in Jesus?

3. After discussing the Bible passage, distribute Card 23 and let the children choose and work on one of the four projects suggested on the card.

4. If there is time, distribute Cards 25 and 27 and encourage the children who have completed the previous project to choose another from Card 25 or do Card 27. These activities are to present the way some person showed faith in Jesus.

5. In closing, let the students share what they have done and then sing again the hymn about Jesus on Card 28.

SESSION FIVE

Main idea: We have faith in the Holy Spirit when we recognize him at work in ourselves, in the church, and in the world and when we desire to have God rule us and others through his spirit.

(There is more guidance under "Helps for Contract Five.")

1. Have materials about your congregation on a table for children to see as they arrive. (See Card 32.) Display this printed question: How is the Holy Spirit at work in our congregation? Encourage students to begin to look for answers in the materials on the table. Or you can let them work individually on Card 31.

2. When everyone has arrived, look at the First Article of the Creed together (Card 1). Read it aloud. Let anyone who has already memorized it say it alone. Use Card 35 to help you discuss some of the words and phrases. Formulate a brief explanation of the article and add it to the newsprint.

3. Read Acts 2:1-4 and use Cards 29 and 30 to

help a discussion of the first Pentecost and the Holy Spirit at work in the first Christians.

4. Let pupils choose to read either "The Spirit in You" (Card 31) or "Persons with a Right Spirit" (Card 33). Then have them form teams of two to talk about how they believe the Holy Spirit is at work in them and how they see him at work in other persons.

5. Use the remaining time for the making of a mobile, a poster, or a banner that says "I believe in the Holy Spirit." Use it to decorate the room.

6. Or have a resource person talk to the class about the Holy Spirit and what he does for people.

7. In a brief worship at the end of the session, some student might read or tell the story of Solzhennitsyn (Card 38) or the church that had a right spirit (Card 34).

The unit could end with the saying of the Apostles' Creed in unison.



Materials for this unit include: Teacher Guide (16-5513) and Student Resources (16-5512).